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ABSTRACT

GRADES OR AGES: Grade 6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several chapters, most of which are in list form illustrated with charts and drawings. It is mimeographed and spiral bound with a paper cover. OBJECTIVES AND ACTIVITIES: Several introductory chapters develop a philosophy of physical education and related objectives for K-12. Charts indicating scope and sequence and suggested time allotments for K-12 are also included. One chapter describes methods of modifying specific activities for children with physical limitations and suggests procedures and forms to be used in setting up an adapted program. The major portion of the guide describes in detail specific activities for grade 6--games, gymnastics, or dancing-- with specific objectives, categorized as intellectual, physical, or social, listed for each activity. The activities are organized into a sequential one-year program. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The guide also contains a short bibliography. STUDENT ASSESSMENT: Guidelines and forms for testing and scoring students in physical fitness are included. (RT)

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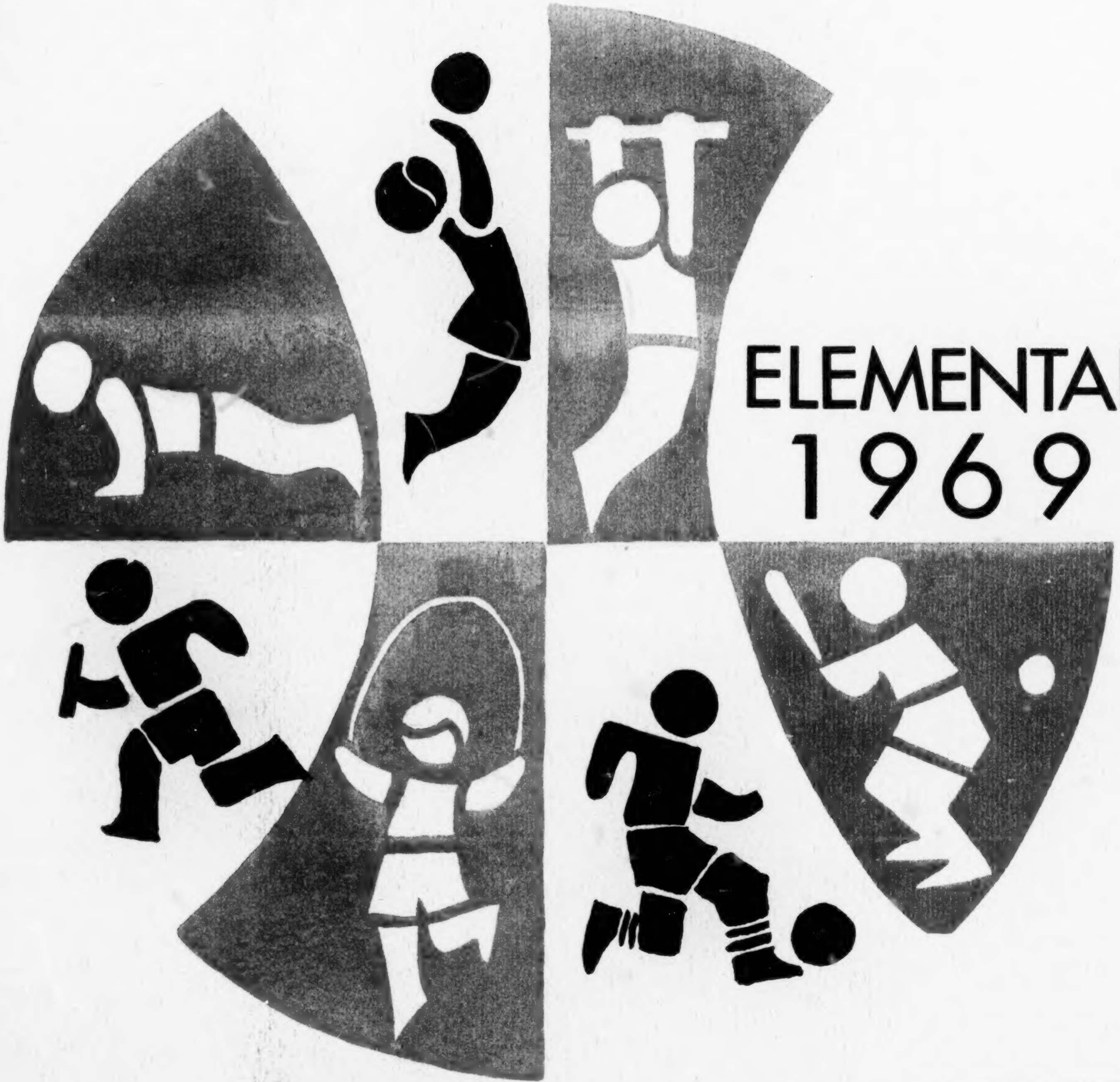

ELEMENTARY
1969

PHYSICAL EDUCATION

BLOOMINGTON
PUBLIC SCHOOLS

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INTRODUCTION

The curriculum guide is intended to serve as a guidance to teachers and buildings in providing essential activities and experiences for teaching physical education.

The material has been organized under major activity areas incorporating the unit approach with sufficient time allotments to allow for variety and balance in the fundamental skills taught.

The selection of curriculum materials is in keeping with the organizational concepts developed by the advisory committee and includes:

- Expansion of the movement exploration and problem solving approach to teaching physical education.
- Adherance to the state minimum requirement of five periods (twenty to thirty minutes each) per week, of elementary physical education instruction.
- High priority was given to the development of team sports and similar activities for grades five through eight.
- Unit approach to physical education instruction incorporated at all grade levels.
- Suggestions for the modification of activities when necessary to meet the limitations and needs of pupils in the adapted program.
- Greater emphasis given to recreational and lifetime sports in grades nine and ten.
- Selection of activities based on the principal that growth and development follow a predictable sequence, yet are unique for each individual.
- Organization directed at safety and health as a student-teacher responsibility.
- As a child improves in physical conditioning and motor coordination he is less prone to disease and accidents.
- Health and physical education attitudes and behavior arises from a variety of motivations.
- Utilization of health, physical education and recreation information is guided by values and perceptions.
- Physical fitness is just as important to the handicapped as it is to the healthy normal child.

Additional features giving an overall view of the relative values, depth and range of the activities being offered are:

- Yearly time allotments for major curriculum areas
- K-12, scope and sequence

- A chart showing the relative contributions of activities to pupil development
- Operational procedures for the Bloomington Adapted Program
- A unit on body mechaics and postural exercises
- Revised physical fitness testing program
- Suggested unit teaching and evaluation procedures

PHILOSOPHY AND OBJECTIVES K-12

Statement of Philosophy

Physical Education is a vital and integral part of the school curriculum. It contributes to the total fitness, growth, and development of the child primarily through physical activities.

The aims of the Bloomington Physical Education program are directed toward the same general goals that give purpose to all learning processes of the total educational program, but more specifically to the physical and recreational development.

The general objectives of the Bloomington Physical Education program as they relate to the above philosophy are:

1. Physical Development
2. Social Development
3. Intellectual Development
4. Self-Realization
5. Worthy Use of Leisure Time

The specific objectives as they relate to the general physical education objectives:

1. The Objectives of Physical Development:

   The development and maintenance of neuromuscular skills, strength, endurance, organic power and coordination in accordance with each individual's potential.

2. The Objectives of Social Development:

   The development of characteristics such as citizenship, leadership, cooperation, sportsmanship, loyalty, appreciativeness and competitiveness.

3. The Objectives of Intellectual Development:

   The development of an understanding that will promote more efficient and effective mental and intellectual progress in the areas of knowledge, creativity and an appreciation of the values of rules, fundamentals and strategies.

4. The Objectives of Worthy Use of Leisure Time:

   The introduction, development and appreciation of physical activity for use in leisure time.

5. The Objectives of Self-Realization:

   The development of self-concepts which will aid the individual in the recognition of, the participation in, and the fullfillment of his obligations and opportunities.

HEALTH AND PHYSICAL EDUCATION CURRICULUM PROGRAM DESIGN K-12

	K	1	2	3	4	5	6	7		8		9		10		11	12
HEALTH CURRICULUM AREAS								B	G	B	G	B	G	B	G		
1. Health & Body Functions (Nutrition, growth & development, sleep, relaxation, exercise, recrea)	26	16	18	20	12	18	18	*	*	20	20						
2. Safety and First Aid (Pedestrian, bicycle, auto, playground, fire prevention & water)	14	14	20	22	16	16	18	#	#	17½	17½	60	60	30	30		
3. Personal/Mental Hygiene (Dental, prevention/care disease, consumer health)	18	18	16	12	18	14	12	#	#	15	15	5	5				
4. Family Life (Inter-family, interpersonal relationships, alcohol, tobacco & narcotics)	16	26	20	20	28	26	26	*	*	40	40	27½	27½	10	10		
TOTAL HEALTH PERIODS	74	74	74	74	74	74	74			92½	92½	92½	92½	40	40		
PHYSICAL EDUCATION CURRICULUM AREAS																	
1. Athletic Skills & Games	0	20	20	25	55	70	70	42½	35	42½	37½	30	30	60	50		
2. Fitness Testing & Class Organization	5	15	15	15	15	15	15	10	10	7½	7½	10	7½	15	15		
3. Movement Exploration & Body Mechanics	65	30	25	15	15	10	10	0	5	2½	7½	0	5	0	0		
4. Rhythmical Activities	45	55	45	30	25	25	25	5	10	5	5	5	10	10	20		
5. Simple Games & Recreational Activities	70	50	60	75	50	40	40	5	0	5	0	22½	12½	50	45		
6. Stunts, Tumbling & Apparatus	0	15	20	25	25	25	25	15	17½	15	20	15	17½	10	15		
7. Swimming & Water Safety	0	0	0	0	0	0	0	15	15	15	15	10	10	0	0		
TOTAL P. E. PERIODS	185	185	185	185	185	185	185	92½	92½	92½	92½	92½	92½	145	145		

*Integrated with Science (Grade 7)
#Integrated with Physical Education (Grade 7)

Elementary: Health and Safety - 2 - 30 minute periods per week
Physical Education - 5 - 30 minute periods per week
(Primary grades - additional 10 minute period per day)

Junior High: Health and Safety - 2½ - 55 minute periods per week
Physical Education - 2½ - 55 minute periods per week

Senior High: Health and Safety - 5 - 55 minute periods per week for 8 weeks
Physical Education - 5 - 55 minute periods per week for 29 weeks

Code: G = Girls B = Boys
Numerals denote periods.

MAJOR CURRICULUM AREAS AND YEARLY TIME ALLOTMENTS K-12

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7		Grade 8		Grade 9		Grade 10	
								Boy	Girl	Boy	Girl	Boy	Girl	Boy	Girl
Movement exploration & Body Mechanics	38%	16%	13%	8%	8%	5%	5%	0%	3%	2%	3%	0%	3%	0%	0%
Rhythmic Activities	22%	30%	22%	16%	14%	14%	14%	3%	6%	3%	3%	3%	6%	6%	11%
Stunts, Tumbling and Apparatus		8%	11%	14%	13%	13%	13%	8%	10%	8%	11%	8%	10%	6%	8%
Formal Fitness Testing		8%	8%	8%	8%	8%	8%	5%	5%	4%	4%	5%	4%	8%	8%
Simple Games and Recreational Act.	40%	28%	35%	40%	27%	22%	22%	3%	1%	2%	0%	13%	7%	27%	24%
Athletic Skills and Games		10%	11%	14%	30%	38%	38%	23%	17%	23%	21%	16%	15%	31%	27%
Swimming and Water Safety								8%	8%	8%	8%	5%	5%		
TOTALS*	100%	100%	100%	100%	100%	100%	100%	50%	50%	50%	50%	50%	50%	78%	78%

* Balance of the time in Secondary is spent in Health and Safety Instruction, with the exception of the 7th grade, where time is spent in other curriculum areas.

SCOPE AND SEQUENCE

Grade:	K	1	2	3	4	5	6	7		8		9		10	
								B	G	B	G	B	G	B	G
ATHLETIC SKILLS AND GAMES															
Track and Field	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Softball (and lead-ups)		I	E	E	E	E	E	E	E	E		E		E	
Soccer				I	E	E	E		E	E					
Basketball						I	E	E		E	E	E	E	E	E
Touch Football								I				E		E	
Wrestling								I		E		E		E	
Volleyball					I	E	E	E	E		E	E	E	E	E
Speedball											I		E	I	
Field Hockey															I
Handball														I	
FORMAL FITNESS TESTING AND CLASS ORGANIZATION															
Class Organization and Testing	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Conditioning & Therapeutic Exercise	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
MOVEMENT EXPLORATION & BODY MECHANICS															
Basic Body Movements	I	E	E	E	E	E	E								
Marching & Close Order Drills	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Variety Squad Formation	I	E	E	E	E	E	E								
Posture & Body Mechanics	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Basic Ball Skills															
Bouncing	I	E	E	E	E	E	E								
Rolling	I	E	E	E	E	E	E								
Throwing		I	E	E	E	E	E								
Catching		I	E	E	E	E	E								
Kicking		I	E	E	E	E	E								
Soccer Dribble		I	E	E	E	E	E								
Hitting		I	E	E	E	E	E								

Class Organization and Testing	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Conditioning & Therapeutic Exercise	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
MOVEMENT EXPLORATION & BODY MECHANICS															
Basic Body Movements	I	E	E	E	E	E	E								
Marching & Close Order Drills	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Variety Squad Formation	I	E	E	E	E	E	E								
Posture & Body Mechanics	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Basic Ball Skills															
Bouncing	I	E	E	E	E	E	E								
Rolling	I	E	E	E	E	E	E								
Throwing		I	E	E	E	E	E								
Catching		I	E	E	E	E	E								
Kicking		I	E	E	E	E	E								
Soccer Dribble		I	E	E	E	E	E								
Hitting		I	E	E	E	E	E								
RHYTHMICAL ACTIVITIES															
Creative Rhythms and Modern Dance	I	E	E	E	E	E	E		E		E		E		E
Singing Games	I	E	E	E	E	E	E								
Folk Dance		I	E	E	E	E	E	E	E						
Square Dance		I	E	E	E	E	E								
Social Dance										I	I	E	E	E	E
Rhythmic Gymnastics									I		E		E		E
SIMPLE GAMES AND RECREATIONAL ACTIVITIES															
Broomball								I		E		E		E	
Table Tennis								I	I	E				E	E
Bean Bag Toss	I	E	E	E	E	E	E								
Ring Toss	I	E	E	E											
Rope Jump		I	E	E	E	E	E	E	E		E		E		E
Hopscotch		I	E	E	E	E	E								
Box Hockey		I	E	E											
Areal Darts					I	E	E								
Tetherball					I	E	E								
Horseshoes					I	E	E	E	E	E	E	E	E	E	E
Shuffleboard					I	E	E	E	E	E	E	E	E	E	E
Skating (Ice)								I	I	E	E				
Indoor Hockey (Plastic Modified)					I	E	E	E		E		E		E	
Cageball								I		E					
Whiffleball					I	E	E	E		E		E		E	
Relays	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Kickball			I	E	E	E	E								
Deck Tennis				I	E	E	E			E				E	E
Newcomb				I	E	E	E								

Hopscotch		I	E	E	E	E	E								
Box Hockey		I	E	E											
Areal Darts					I	E	E								
Tetherball					I	E	E								
Horseshoes					I	E	E	E	E	E	E	E	E	E	E
Shuffleboard					I	E	E	E	E	E	E	E	E	E	E
Skating (Ice)								I	I	E	E				
Indoor Hockey (Plastic Modified)					I	E	E	E		E		E		E	
Cageball								I		E					
Whiffleball					I	E	E	E		E		E		E	
Relays	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Kickball			I	E	E	E	E								
Deck Tennis				I	E	E	E			E				E	E
Newcomb				I	E	E	E								
Life-Time Sports															
Archery												I	I	E	E
Bowling														E	E
Tennis										I	I	E	E	E	E
Badminton														I	I
Golf												I	I	E	E
STUNTS TUMBLING & APPARATUS															
Basic Tumbling Stunts		I	E	E	E	E	E	E	E	E	E	E	E	E	E
Low Balance Beam		I	E	E	E	E	E								
Simple Combination				I	E	E	E	E	E	E	E	E	E	E	E
Side Horse								I		E		E		E	
Rings								I	I	E	E	E	E	E	E
Trampoline								I	I	E	E	E	E	E	
High and Low Horizontal Bars								I		E		E		E	
Tumbling	I	E	E	E	E	E	E	E	E	E	E	E	E	E	E
Uneven Parallel Bars									I		E		E		E
Medium High Balance Beam									I		E		E		E
Floor Exercise											I		E	I	E
Vaulting								I	I		E				
SWIMMING AND WATER SAFETY															
Group I Beginner								I	I						
Group II Intermediate										I	I				
Group III Survival												I	I		

ADAPTED PHYSICAL EDUCATION offered throughout the school year, grade 1 through 12.

Code:
I = Introduced
E = Expanded
B = Boys
G = Girls

GENERAL TEACHING SUGGESTIONS - ELEMENTARY

Instructional Guidelines

Organization

1. Organize children into small instructional groups for greater participation.
2. Introduce one or more new skills or some new information each day.
3. Have all needed equipment ready before the class begins.
4. Children should have their tennis shoes on before they go to the gym or outdoors.
5. Know the activity thoroughly before attempting to teach it.
6. Under no conditions should pupils be allowed to miss their physical education period. Pupils unable to participate in the regular physical education class for health reasons should be referred for Adapted instruction.
7. Girls should have the opportunity to change into proper attire when the activity requires it.
8. Be prepared for indoor activities when the weather is inclement.
9. Correlate physical education activities with other curriculum areas when the opportunity arises.
10. Assign children duties for scoring and care of equipment.
11. Make use of pupil leadership in physical education activities, i.e. team captains, squad leaders, officials, etc.
12. Focus instruction on individual needs.
13. To avoid hurt and embarrassment to the less skilled child, refer for Adapted instruction.

Control

1. Insist on attention and quiet when explanations and demonstrations are being given.
2. Use a whistle to stop and start a game, rather than the voice.
3. Encourage good sportsmanship at all times.
4. Encourage leadership and followership. Do not let one child monopolize the activity.

Motivation

1. Modify rules to encourage greater class participation when needed.
2. Show enthusiasm for the activities you're teaching.
3. Comment on good group relationship.
4. Give recognition for good sportsmanship and encourage it at all times.

Safety

1. Report all accidents to the office and the school nurse.
2. If student must use glasses during physical education activities, protective guards should be worn.
3. Teachers and pupils should wear appropriate shoes for physical education.
4. Eliminate or recommend the elimination of hazards that may cause accidents.
5. Do not leave your physical education class unsupervised.
6. Have definite rules regarding the recovery of balls and other equipment which might roll into streets, parking lot or roads.
7. Do not use walls or fences as goals. Use only those lines that are a safe distance from them.
8. Children should be taught not to ride their bicycle on playgrounds.
9. Children should be taught the proper way to tag so that children are not pushed or clothing torn.

Movement Exploration

1. Have a thorough understanding of all movement.
2. Explain in detail the sequence of movement.
3. Precise commands should be given for all movements.
4. Have a good sequence to commands.
5. Stress safety practices. Pupils should not come in contact with each other unless specified by the teacher.

Relays

1. Minimum of five squads should be used.

2. All squads should have the same starting line and finish line.

3. A wall can be used as a turning point for the relay. Exception: Relays where pupils may lose their balance (hopping, jumping, etc.)

4. Pupils returning to their squads should always return on the right side of their squad.

5. At the completion of the relay students should go to the end of the line and be seated.

6. Students should never be allowed to slide across the finish line.

Class Organization

Class organization is important to the physical education program. It facilitates the learning situation and provides each child with a maximum amount of freedom to move. Proper organization is an aid to creating a desirable atmosphere for listening, playing, and the development of skills.

A. Line Formation (the basic formation for beginning a class and moving to other formations)

1. The children should take positions in two lines or rows.
2. To get spacing, instruct the class to place their hands on their hips. Each child should be touching the elbows of the child adjacent to him.
3. After spacing is established, the class is in line formation.
4. For mass calisthenics or mass instruction, use double arm extension rather than elbow.

B. Squad Formation

1. Organize a line formation and establish spacing.
2. Count off by the number of squads needed if squad assignments are not previously assigned.
3. Number "ones" form squad one, "twos" squad two, etc.
4. In each squad choose a squad leader. (Each child should have the opportunity to be leader.)
5. With quasi-permanent squad assignments, steps two and three are not necessary but may be a help for the formation of new squads.

C. Single Circle Formation

1. Organize the line formation
2. Instruct the class to face to the right and form a circle by following a leader, walking around until both ends meet.
3. To make a larger circle, the children should clasp hands and walk backwards the desired number of steps.

D. **Double Circle Formation**

1. **Organize the line formation and count off by twos.**
2. **Nubmer "ones" in both lines step forward one step.**
3. **Number one boys, step to number one girls line, alternating girl, boy.**
4. **Number two boys, step to number two girls line, alternating boy, girl.**
5. **Both lines face to the right and form two circles by following two leaders, until ends meet.**
6. **To make larger circles, the children should clasp hands and step back desired number of steps.**

RELATIVE CONTRIBUTIONS OF ACTIVITIES TO PUPIL DEVELOPMENT

Code: H= High
M= Medium
L= Low

Curriculum Area	Activity	PHYSICAL DEVELOPMENT								Social	Intel-lectual	Self Re-alization	Leisure Time
		Endur-ance	Agility	Flexi-bility	Hips Legs	Abdo-men	Laterals	Back	Shoulders Arms				
ATHLETIC SKILLS AND GAMES	Basketball	H	H	M	H	L	L	L	L	H	H	M	L
	Field Hockey	H	H	H	H	M	M	L	M	H	H	M	L
	Football-touch	H	H	M	H	H	M	M	H	H	H	M	L
	Handball	M	H	M	H	L	M	M	H	L	M	M	M
	Judo	H	H	H	H	H	H	H	H	L	H	H	M
	Soccer	H	H	H	H	M	M	M	L	H	H	M	L
	Softball	M	M	L	M	M	M	M	M	H	H	M	M
	Speedball	H	H	M	H	M	M	M	H	H	H	M	L
	Track & Field	H	M	H	H	M	M	M	M	M	M	H	M
	Volleyball	L	M	M	M	L	M	L	M	M	M	L	H
	Wrestling	H	H	H	H	H	H	H	H	L	H	H	L
FITNESS TESTING Reliability and Objectivity	Broad Jump	L	L	M	H	L	L	L	L	L	L	M	L
	Dipping	L	L	M	L	L	M	L	H	L	L	M	L
	Potatoe Race	L	M	L	H	L	L	L	L	L	L	M	L
	Pull-ups	L	L	M	L	L	M	L	H	L	L	M	L
	Posture Hang	L	L	L	L	L	L	L	H	L	L	M	L
	Rope Jump	M	M	M	M	L	L	L	L	L	L	M	M
	Run Walk (300 - 600 Yd.)	H	L	M	M	L	M	L	L	L	L	M	H
	Sit-ups	L	L	M	L	M	L	M	L	L	L	M	M
	Squat Jump	H	M	H	M	M	M	M	M	L	L	M	L
MOVEMENT EXPLORATION		See: Specific Activities Values								H	H	H	
BODY MECHANICS										L	H	H	
RHYTHMICAL ACTIVITIES	Creative	L	M	M	M	L	L	L	M	L	H	H	M
	Circle	M	M	M	M	L	L	L	L	H	M	M	M
	Folk	H	M	M	H	M	M	M	L	H	M	M	H
	Gymnastics	L	M	M	L	M	M	M	M	L	H	H	H
	Modern	L	H	H	M	M	M	M	M	L	H	H	M
	Social	M	M	M	H	M	M	M	L	H	M	M	H
	Square	H	M	M	H	M	M	M	L	H	M	M	H

Curriculum Area	Activity	PHYSICAL DEVELOPMENT Endurance	Agility	Flexbility	Hips Legs	Abdomen	Laterals	Back	Shoulders Arms	Social	Intellectual	Self Realization	Leisure
SIMPLE GAMES AND RECREATIONAL ACTIVITIES	Bean Bag Toss	L	L	L	L	L	L	L	L	L	L	L	L
	Broomball	M	M	M	H	M	M	L	M	H	M	M	M
	Cageball	L	L	L	L	L	L	L	M	M	L	L	M
	Deck Tennis	L	M	L	M	L	L	L	L	M	L	L	H
	Hop Scotch	L	M	L	M	L	L	L	L	L	L	L	M
	Horseshoes	L	L	L	L	L	L	L	M	L	L	L	H
	Hockey-Indoor	H	L	L	H	L	L	L	M	M	M	M	M
	Kickball	M	M	L	M	M	L	M	M	M	M	L	M
	Newcomb	L	L	L	L	L	L	L	L	M	L	L	M
	Paddleball	M	H	M	H	M	M	M	M	L	M	L	M
	Relays	(Relative to Particular Activity)											
	Rope Jumping	H	M	L	H	L	L	L	M	L	M	M	M
	Shuffleboard	L	L	L	L	L	L	L	L	L	L	L	H
	Skating	M	H	M	H	L	L	L	L	M	L	L	H
	Table Tennis	L	M	L	M	L	L	L	L	L	L	L	H
	Tetherball	L	L	L	M	L	M	M	M	L	L	L	H
	Whiffleball	L	M	L	M	M	M	M	M	M	M	L	M
LIFETIME SPORTS	Archery	L	L	L	L	M	M	M	H	L	L	L	H
	Badminton	M	H	M	M	M	L	M	M	L	M	L	H
	Bowling	L	L	L	M	L	L	L	M	L	M	L	H
	Golf	L	L	L	M	L	M	L	M	L	M	L	H
	Tennis	M	H	H	H	M	M	M	M	L	L	L	H
STUNTS TUMBLING AND APPARATUS	Basic Tumbling	L	H	H	M	M	M	M	H	L	L	M	L
	Balance Beam	L	H	H	M	M	M	M	M	L	L	M	L
	Floor Exercise	L	H	H	M	M	M	M	H	L	M	M	L
	High Bar	L	H	H	L	H	H	M	H	L	M	M	L
	Parallel Bars	L	H	H	L	H	H	M	H	L	M	M	L
	Rings	L	H	H	L	H	H	M	H	L	M	M	L
	Side Horse	L	H	H	M	H	H	M	H	L	M	M	L
	Trampoline	H	H	H	H	H	M	M	L	L	M	M	L
	Uneven P-Bars	L	H	H	L	H	H	M	H	L	M	M	L
	Vaulting	L	M	M	H	M	M	M	M	L	M	M	L
SWIMMING AND WATER SAFETY	Beginner	M	M	L	H	M	M	M	M	L	L	M	H
	Intermediate	H	M	M	H	M	M	M	M	L	L	M	H
	Survival	H	M	M	H	M	M	M	H	L	M	M	M
	Life Saving	H	M	M	H	M	M	M	H	L	M	M	L

Bibliography: LaPonte, William R., The Physical Education Curriculum, College Book Store, Los Angeles 7, Calif., 1955
Larson, Leonard A. and Richard D. Yocom, Measurement and Evaluation in Physical, Health and Recreation Education, (Mosby, 1951) p. 18

THE LEGAL REQUIREMENTS FOR HEALTH AND PHYSICAL EDUCATION INSTRUCTION IN THE MINNESOTA STATUTES 1945, Sec. 131.13 CLEARLY STATE THAT --

"There shall be established and provided in all public schools of this State, physical and health education, training, and instruction of pupils of both sexes. Every pupil attending any such school, in so far as he or she is physically fit and able to do so, shall take the courses provided by this section. In addition, modified courses shall be provided for students physically or mentally unable or unfit to take the courses prescribed for normal pupils. Nothing in this section or in section 120.11 subdivision 14, shall be held or construed to require any pupil to undergo a physical or medical examination or treatment if the parent or legal guardian of the person of such pupil shall in writing notify the teacher or principal or other person in charge of such pupil that he objects to such physical or medical examination or treatment; provided that high school students in the junior or senior years need not take the course unless required by the local school authorities."

(Minnesota Statutes 1945, Section 131.13)

"No physically handicapped child will be excused from physical education even though his condition warrants very limited activity. He should be made to feel that he has a definite place in the physical education program."

THE PHILOSOPHY OF THE ADAPTED PHYSICAL EDUCATION PROGRAM

This program is designed to meet the special educational needs of those disadvantaged students in Bloomington, grades one through twelve, who are physically unable to participate fully in the regular Physical Education Program. Specifically, this includes:

- **Those students who are medically excused from participating in the regular Physical Education Program.**
- **Students with permanent or temporary disabilities, due to accident or disease, who would benefit from special exercises or activities modified to meet their needs.**
- **Students unable to participate above a 20% level in physical fitness and motor skill activities as evaluated in the regular Physical Education Program.**

GENERAL OBJECTIVES:

- **Screening and identification of children K-12 with special needs in physical education.**
- **Processing medical referrals to obtain physician's authorization and health diagnostic information on children with medical problems.**
- **Development of individualized instruction programs in consultation with medical authorities focusing on pupil's needs.**
- **Aid children with permanent disabilities in emotional and social adjustment.**
- **Protect pupil's condition from aggravation by acquainting him with his limitations and the importance of working within his exercise tolerance.**
- **Provide opportunity for improvement in organic vigor, muscular strength and fundamental skills.**
- **Contribute to the child's knowledge and skill in recreational games suitable for leisure time activity.**
- **Provide opportunity for participation in integrated classes when the activity is suitable to the child's limitations.**

ORGANIZATION AND ADMINISTRATION

DUTIES OF BUILDING PERSONNEL IN THE ADAPTED PHYSICAL EDUCATION PROGRAM

PRINCIPAL

Establishes special physical education classes to meet adequately the needs of pupils recommended to adapted physical education by the school nurse, physical education teacher, counselor or psychologist.

Encourages the cooperative relationship between the parents, nurse, adapted teacher, counselor, and other personnel participating in the organization and administration of the adapted physical education program.

Provides for suitable facilities and special equipment needed for instructional purposes in the adapted physical education program.

COUNSELOR

Serves as a member of the adapted education building committee.

Coordinates the procedures for programming pupils into the adapted physical education program.

Adjusts, if necessary, an 11th through 12th grade pupil's program so that he may be enrolled in a segregated or partially segregated, class in the adapted program according to his needs as recommended by his family physician.

PHYSICAL EDUCATION DEPARTMENT CHAIRMAN OR ELEMENTARY CONSULTANT

Holds conferences and meetings with the physical education teacher when necessary to discuss various aspects of the adapted program, such as: the objectives of the program, class size, enrollment procedures for the segregated classes, partially segregated classes, and the integrated activity program.

Coordinates the health instruction program of pupils in adapted physical education.

Establishes a cooperative working relationship among the personnel concerned with the adapted physical education program, namely: the school physician, nurse, adapted physical education teacher, counselor, and other physical education staff members.

Assists in processing medically restricted pupils referred for the adapted "segregated" class.

Assists in compiling a list of pupils, approved for assignment to the segregated class of the adapted physical education program.

Serves as chairman of the physical education building committee.

Notifies the adapted physical education teacher and the counselor (if program change is indicated) when the pupil is ready for assignment to the adapted physical education program.

Checks to see that all referrals are counseled at the time of their referral to the adapted program, concerning the values, benefits, medical requirements, and the privilege of participating in the program. This counseling should be done in a conference between the adapted teacher and pupil, or the regular physical education teacher and pupil, or the school nurse and pupil, or the counselor and pupil.

Is responsible for seeing that the pupil's health folder contains the required information:

- The Teacher's Referral Form, approved by the principal (CD-AP-1-68)
- Student's Health Record Form (CD-AP-4-68)
- Physician's findings and recommendations on Medical Activity Guide Form (CD-AP-3-68)
- Pupil Composite Record Form with changes (CD-AP-5-68)

Interprets the special health status of pupils enrolled in adapted physical education to the school personnel, and especially to teachers in charge of extra-curricular activities.

Assists in interpreting the adapted physical education program to the physician, parent, and school personnel.

ADAPTED SPECIALIST

Is responsible for teaching students assigned to the segregated classes in the adapted physical education program.

Develops individualized instruction programs for each pupil in the segregated class focusing on the physicians recommendations.

May take the initiative in requesting building committee meetings as problems arise in the adapted program.

Assist department chairman in processing referrals for assignment to the adapted physical education program in cooperation with the school nurse.

Refers pupils with severe deviations to the nurse for possible diagnostic services at school health centers.

Recommends to the administration, through proper channels, the needs of the adapted program pertaining to the number of classes, equipment and facilities.

Works closely and cooperatively with the department chairman and other staff members in carrying out the functions of the adapted program.

Works closely with each pupil to gain an understanding of his social, emotional, and physical needs, and to establish a friendly and personal relationship with him.

Keeps a cumulative health record of each pupil enrolled in the adapted class each semester.

Interprets the adapted physical education program to the parent and school personnel, physician, nurse, faculty coordinator and counselor.

Plans and organizes, with the help of the other physical education teachers, the posture screening program for the entire school.

Is responsible for the following reports and records:

1. Teacher Referral Form (CD-AP-1-68)
2. Health Record Form (CD-AP-4-68)
3. Medical Activity Guide Form (CD-AP-3-68)
4. Pupil Composite Record (CD-AP-5-68)
5. Pupil Exercise Progress Form
6. Test Results Form

Submits the name of each pupil enrolled in the adapted class to the health office.

Checks that the adapted room is neat and clean and that the equipment and supplies are arranged in an efficient manner.

ELEMENTARY ADAPTED CONSULTANT

The primary responsibility of the elementary consultant will be to assist with the implementation of the adapted program in their assigned buildings. They will teach the pupils assigned to the segregated classes and assist classroom teachers with their integrated program. In addition, elementary consultants will:

- Assist classroom teachers in conducting student screening and referrals.
- Teach students with disabilities assigned to the segregated classes.
- Assist classroom teachers in the integrated classes - planning, organizing and presenting modifications necessary to meet the needs of students in the adapted program.
- Serve as a resource person, providing instructional materials, methods and procedural suggestions for classroom teachers.
- Assist classroom teachers in the evaluation of their students and setting up local standards and techniques leading to a program improvement.
- Occassionally, and at the request of the classroom teacher, introduce new materials and demonstrate the more technical skills to a class of children.
- Conduct inservice training for the classroom teacher when the need arises.
- Interpret the values of physical education to the staff and the public.

MEDICAL CONSULTANT

Help interpret and clarify medical restrictions imposed upon adapted students by their family physician.

Approves the individual activity program of pupils with medical limitations.

May recommend additional diagnostic services for pupils in the segregated adapted physical education program.

Is available to the adapted teacher for consultation as problems arise with pupil activity programs.

Is available for teacher in-service as the need arises.

Conditions for which teachers may require medical consultation are:

1. Conditions requiring medical restriction from activities in the regular physical education program, such as:
   a. Asthmatic or severe allergies
   b. Cardiac conditions
   c. Orthopedic disabilities with impaired locomotion
   d. Post-operative and convalescent
2. Conditions requiring partial restrictions or the avoidance of certain activities, such as:
   a. Certain deformities and amputations
   b. Epilepsy
   c. Hernia
   d. Marked atrophy or loss of muscle tone (tissue)
   e. Osgood-Schlatter's disease
   f. Partial sight or blindness
3. Postural deviations requiring special exercises to prevent further malformation, such as:
   a. Foot divergencies
   b. Kyphosis
   c. Lordosis
   d. Scoliosis
4. Non-medical conditions, such as:
   a. Low physical fitness and low sport skills - unable to perform above a 20% profile level in objective fitness and motor skill tests
   b. Glandular disturbances
   c. Emotional problems

NURSE

Serves as a member of the physical education building committee.

Assists in identifying eligible pupils for assignment to adapted physical education.

Assists in the follow-up of medical examinations, of pupils referred to the adapted class.

Assists in compiling a list of pupils who have been approved for assignment to the segregated class of the adapted physical education program.

Follows up on any recommendations made by the family physician concerning pupils enrolled in the adapted physical education program.

Interprets the health status of pupils in the adapted class to the adapted physical education teacher and other personnel in the school.

Assists in interpreting the adapted physical education program to the physician, parent, and school personnel.

Recommends adequate health protection for pupils in the adapted physical education class who are returning to school after a severe cold or protracted illness. Such adequate health protection consists of one or all of the following programs:

1. Curtailment of specific activities in the regular physical education program.
2. Assignment to the segregated class.

Records and attaches all clinical reports, and correspondence to pupil health card and referral form.

Assists in recording on the health card the date of the pupil's enrollment in or release from the adapted physical education class.

PHYSICAL EDUCATION BUILDING COMMITTEE

It is advisable for each building to periodically hold Physical Education Building Committee meetings to help establish and maintain the adapted physical education program.

The Physical Education Building Committee should meet at least twice during each semester to evaluate and formulate plans for effective implementation of the total health and physical education program.

The following personnel should be represented on this committee:

1. Administrator
2. Department head
3. Adapted physical education specialists
4. Physical education teachers
5. Nurse
6. Counselor
7. School psychologist

Specifically this committee should meet to:

1. Consider and approve student referrals and withdrawals.
2. Approve individual programs proposed for each student.
3. Advise in class scheduling.
4. Advise in use of building facilities.
5. Approve the purchase of equipment and supplies.
6. Assist in communication and program articulation within the building and between schools.

PROCEDURES FOR ASSIGNING PUPILS TO THE ADAPTED PHYSICAL EDUCATION CLASS

GENERAL SCREENING PROCEDURE

In the fall and spring each school in conjunction with their fitness testing will conduct a general screening of all pupils in grades one through ten to identify those students eligible for scheduling into the adapted program. Notification of sixth and ninth grade referrals should be sent to those schools receiving these children.

A general criteria for identifying these students, in order of priority, should be followed and includes:

- Students medically excluded from regular physical education instruction.
- Students with temporary disabilities due to accident or disease.
- Students attending physical education classes but not participating in the activities above a 20 percent level as evaluated by standard fitness and motor skill tests.

REFERRALS

All referrals to the adapted program shall be approved by the administrators and sent to the Physical Education Department chairman on Form SCAP-PE 1-66. Administrators will accept only those referrals that are made by the school nurse, physical education teachers, counselors, and psychologists, based on health records, physical fitness and motor skill tests and any other evaluations which help identify the special student. These referrals will probably occur all during the year as students are identified due to illness, accidents or student transfers. As these classes are limited to 15 to a class, referrals will be accepted in the order of priority and a waiting list set up for those students not immediately admitted.

STUDENT REFERRAL CONFERENCE

It is imperative that immediately following the referral, the person making the referral or the adapted physical education instructor, should arrange for a conference with each student. This initial conference is designed to:

- Inform the student of his referral and the reasons.
- Acquaint the student with the advantages of participating in the adapted program.
- Gain his confidence and his cooperation.
- Inform the student of the medical requirements and their importance to the program if he has a medical excuse from physical education.
- Eliminate any apprehension or faulty concepts the student may have concerning the program.
- Develop student receptivity for the program, and you will have receptive parents.

PROCESS MEDICAL REFERRALS

Students with medical disabilities will be assigned to the adapted class only after their "Health Record" (see Form CD-AP-4-68) and "Medical Activity Guide" (see form CD-AP-3-68) are completed and approved by a physician and are on file in the nurse's office. Both of these forms will be mailed to the student's parents accompanied by a letter (see Form CD-AP-2-68) informing them of the purpose and the requirements of such a program.

INDIVIDUAL STUDENT PROGRAMS

As the physician's reports are returned on each medical referral, they are submitted to a special committee made up of the nurse, counselor, department chairman and the adapted instructors. It is the responsibility of this group to decide which program (segregated, partially segregated, or integrated) is best suited for each child and set up individualized activity programs based on the physician's recommendations and the student's limitations. If further diagnostic information is required, the committee should contact the school medical consultant or psychologist.

The importance of following this program should be stressed upon each pupil during the pupil-teacher conferences. (See programming).

It is possible that further modifications and changes may be necessary as the student participates during the year, and when this happens, physicians and parents should be notified. Each individualized activity program devised for the medically handicapped student should adhere to the physician's recommendations. A copy of the pupil's activity program may be sent home to the parents along with any special home exercises. (See Form CD-AP-5-68)

PROGRAMMING

When the medical forms of students with disabilities have been received by the Department Chairman, the counselor should be notified so that the student may be assigned to the adapted program. If the type of program (segregated, partially segregated, or integrated) is unknown at this time, the counselor should arrange a conference between the new student and the adapted teacher. The adapted teacher should be prepared at this time to go over the results of the medical diagnosis, physician's recommendations, and the individual's activity program with the student. The purpose of this second conference is to:

- Explain the limitations placed upon the student by the examining physician,
- Student should have a clear idea of the improvements expected,
- Plan the exercise program and show the student how it is related to his special needs,
- Determine the student's recreational interests and desires,
- Make certain the student knows what sport activities he may participate in and any modifications that are necessary,
- The proper use of special equipment such as stall bars, weights, wall pulleys, pull-up bars, exercycle, and speed bag should be demonstrated and explained,
- Plan home work assignment relative to types of activities, best time of day, and the amount of time to be spent,

- Motivate the student by assuring him that he can achieve his objectives,
- Note any symptoms of maladjustment or unfavorable attitudes or discouragement,
- Check into the student's living habits and any problems he may have in achieving or maintaining proper health hygiene. Student Interview form may be used for this purpose.

TYPES OF CLASSES IN THE ADAPTED PHYSICAL EDUCATION PROGRAM

Three types of classes are available in an effort to provide the flexibility necessary to the needs of those students referred to the adapted program.

SEGREGATED CLASSES

Adapted physical education in place of regular physical education instruction. Only referrals who have been medically restricted from participating in the regular physical education program, or whose needs cannot be adequately met in the regular program, should be scheduled for this type of instruction. Segregated classes call for individualized instruction and as such, should be limited in size to 15 students at any one time. Students assigned to this program are coded to the adapted instructor and remain with him for the balance of the school year.

PARTIALLY SEGREGATED

Adapted physical education class one or two days; regular physical education the remaining periods each week. This type of scheduling has the advantage of providing for special needs in an adapted section and at the same time placing a child in a regular class for natural life experiences. Students assigned to this program are coded to a teacher in the regular program.

INTEGRATED CLASS

Students recommended for this program need not be rescheduled but remain in the regular program with curriculum instruction modified to meet their needs. Physical education students whose programs cannot be rescheduled or schools lacking facilities would automatically fall into this program.

CLASS SCHEDULING POLICIES

The adapted physical education class may have to be considered as one of the first classes scheduled in the fall in order to insure segregated instruction for the medical referrals and others who are recommended for this type of education.

Only those medical students who will remain in the segregated class for the year should be coded to the adapted teacher.

Because of the individualized nature of the "segregated" program, class size should be limited to 10 students at any one time, and the adapted teacher should have a reduced teaching load. These arrangements are recommended because of the amount of planning, close supervision, record keeping, conferences and special counseling required.

The length of class periods will be the same as those in the regular program (50 to 60 minutes in the case of the secondary schools).

Although students will be encouraged to work as long as they can, they will be permitted to stop any time they feel they have had enough without fear of reprimand or sense of guilt. In some cases the student may stop merely for a rest and then resume activity. Students will be encouraged to shower, those who can, and allowances will be made for extra time.

Students should be rescheduled to the regular class as soon as they are able and approved by a physician.

PROCEDURES FOR CLASS SCHEDULING OF REFERRALS DURING THE SCHOOL YEAR

Non-medical referrals may be scheduled immediately upon acceptance by the adapted teacher and will usually participate in a partially segregated or integrated program. These students should be coded to the regular physical education teacher and assigned to the adapted program.

Medical referrals may be scheduled for the segregated or partially segregated program but should not be permitted to report for class instruction until their medical forms have been completed and returned. Only then should notification be sent to the counselor's office for class assignment. If the student is to remain in the segregated program for the balance of the school year, he should be coded to the adapted program.

SCHEDULING OF FACILITIES

The facilities for instruction will be scheduled in accordance with available facilities, pupil needs, available teaching personnel, and school scheduling policies.

Every effort should be made to provide separate facilities and equipment needed for the segregated phase of the adapted program. Use of the general physical education areas should also be made available when feasible. This would include the swimming pool, gymnastic facilities, basketball, volleyball, tennis and badminton courts, wrestling room and any other area beneficial to the adapted program. In addition, the teaching station in which the segregated phase of the adapted program is conducted should fulfill the following requirements:

- Accessible to both boys' and girls' classes,
- Away from the regular gym classes and isolated from spectators for most favorable environment,

- Minimum size of teaching station approximately 35 feet by 15 feet with at least a 12 foot ceiling,
- The room should be well lighted and ventilated with lights recessed,
- Wall space for throwing, hitting and kicking against and for posting instructional aids and achievement progress charts,
- Walls should be solid enough to support heavy apparatus such as: stall bars, pull-up bars, speed bag platform, pulley weights, and other exercising equipment.

Although privacy is important to the segregated program, it is also highly desirable that the handicapped student develop a positive attitude regarding curious spectators.

GENERAL INSTRUCTIONAL GUIDE

The primary function of the adapted program is to assist each child to acquire the maximum physical, mental, emotional, and sociological development of which they are capable, through participation in properly selected and controlled physical activities. Instruction will more than likely focus on the following areas:

- Special remedial and rehabilitative exercises and activities to redevelop, maintain or increase strength and neuro-muscular function.
- Special exercises and activities to improve range of motion, muscle stretching, flexibility and digit dexterity.
- Special instructional activities to improve balance, breathing and relaxation.
- Fundamental skill activities of throwing, catching, hitting, walking, changing direction, falling and climbing stairs, as well as aquatic and lifesaving activities.
- Recreational games and sports for physical adjustment, socialization and leisure time. (Similar to those activities found in the regular program.)

Although students are encouraged to work as long as they can, they are permitted to stop any time they feel they have had enough without fear of reprimand or sense of guilt. In most cases the student may stop merely for a rest and then resume activity.

Students are encouraged to shower, those who can, and allowances should be made for extra time.

The policy regarding gym uniforms is adhered to whenever possible, as are other policies that will help these children feel that they are a part of the regular school program. Caution should be exercised when enforcing the gym uniform policy on a child with severe restrictions or emotional problems. The policy should not eliminate the child from participation. The instructor may have to play it by ear for awhile until he has gained the child's confidence.

ELEMENTARY
Fitness & Motor Skill
Data Sheet

School______________________ Grade__________

Student______________________

			Minn. Physical Fitness							Johnson Motor Skills			
DATE	Height	Weight	Sit-Up (1 min.)	Hanson Shoulder test	Pull up	Standing Broad Jump	Rope Skipping	Modified Bass Stick Balance	Potato Race	Zig Zag Run	Throw and Catch	Kicking	Batting

SECONDARY

Fitness & Motor Skill

Data Sheet

School________________________________Grade________Date of Pre-test__________________

Age______Height_______Weight_______ Post-test__________________

Name of Student	Physical Fitness							Motor Skills			
	Sit-Up (1 minute)	Step Test	Floor Pull-Up (2 minutes)	Standing Broad Jump	Softball Throws	50-Yard Dash	Shuttle Run	Zig-Zag Run	Throw and Catch	Kicking	Batting
TOTALS											

ADAPTED PROGRAM

Exercise Progress Chart

NAME____________________ School_______________ Grade__________

Name of Exercise	Purpose	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.	Time or Rept.

CD-AP-1-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Referral

Date ____________________

NAME __________________________________ GRADE _____ SCHOOL ______________________

Please indicate your reason for referring the above named student and submit to the Department Chairman or Consultant.

SPECIFY:

___ A. Medically restricted from regular physical education activities due to:

____ 1. Asthmatic
____ 2. Cardiac disorder
____ 3. Orthopedic disability (crippled, etc.)
____ 4. Post-operative and convalescent
____ 5. Fracture ____________________
____ 6. Other ____________________

___ B. Non-Medical due to:

____ 1. Low physical fitness (obese, etc.)
____ 2. Low sports skills
____ 3. Emotional problems
____ 4. Posture defects

REMARKS: ____

____

Referral by ______________________________ Date _______________

_____ Department Head

_____ Nurse

Approved by ______________________________ Date _______________

Parent's Name ____________________________

Address ____________________________

Telephone ____________________________

Medical forms sent ____________________________

CD-AP-2-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

____
Date

Dear Parent,

Your child,______________________________, has been recommended for participation in the Adapted Physical Education Program, in order to better meet his or her physica education needs.

Essentially, this program is designed to give special attention to the educational needs of those students who are medically excused from the regular physical education program, or who would profit from special work in physical fitness and/or fundamental skills.

Instruction is conducted in a special area with special equipment, by trained personnel working under Medical and Physical Education Consultants.

If your child has been medically excused from participation in the regular Physical Education Program, it will be necessary to have your doctor complete the enclosed medical form and return it to the school nurse.

The medical form will be strictly adhered to in setting up a modified activity program, geared to your child's limitations as specified by your physician. A copy of this adapted program will be sent to you and your family physician, by request.

If you wish further information concerning this program, please call the school nurse or Mr. Gerald Molosky, Coordinator of Physical Education, telephone 884-4077.

Sincerely,

CD-AP-3-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Medical Activity Guide

Pupil's Name ____________________ Sex ______ Age ______ Grade ____________

Address ____________________ Parent's Name ______________ Phone __________

Pupil's Condition ____________________ Birthdate ______________

The above-named pupil has been referred to our adapted physical education program.

The Adapted Program is designed to give special attention to the educational needs of those students who are medically excused from the regular physical education program, or who would profit from special work in physical fitness and/or fundamental skills. Specifically this includes: (1) Specialized activities carefully selected and modified to meet the child's individual needs (2) Smaller group instruction with more individual attention geared to the child's limitations and capabilities as prescribed by his physician (3) Opportunities for recreational games and sports for physical adjustment, socialization and liesure time. Please indicate the limitations and strengths of your patient by checking the following form and return to:

I. TYPES OF MOVEMENTS	UNLIMITED	*MODERATE	**MILD	OMIT	REMARKS
Bending					
Climbing					
Hanging					
Jumping					
Kicking					
Lifting					
Pulling					
Pushing					
Running					
Stretching					
Throwing					
Twisting					

II. TYPES OF EXERCISES	UNLIMITED	*MODERATE	**MILD	OMIT	REMARKS
Abdominal					
Arm					
Breathing					
Foot					
Head					
Knee					
Leg					
Trunk					
Relaxation					

III. TYPES OF POSITIONS	UNLIMITED	LIMITED
Lying supine		
Lying prone		
Sitting		
Standing		

REMARKS:

*Half as much as the unlimited program
**Very little activity

____________________ Signature of Physician ____________ Date

CD-AP-4-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Health Record

NAME ____________ BIRTHDATE ____________ AGE ______

Parent or Guardian ____________ Address ____________ Phone ______

Date of Last Examination ____________ Height ______ Weight ______

Physical Information: Medication and Type

Orthopedic ____________

Allergies ____________

Cardiac ____________

Diabetes ____________

Neurological ____________

Post-Operative & Convalescent ____________

	NORMAL	DEFECT NOTED
Skin		
Nose & Throat		
Glands		
Blood Pressure		

	NORMAL	DEFECT NOTED
Lungs		
Heart		
Abdomen and Inguinal region		
Genitalia		

REMARKS: ____________

Signature of Physician ____________
Office Phone ____________
Office Address ____________

CD-AP-5-68

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Pupil Composite Record

NAME Grade School Age

Parent or Guardian Address Phone

Date of Exam. Doctor Ph. Address

Classified Condition

Medication:

Doctor's Remarks:

Limitations: (Body movements and exercises)

Recommended Program: (Exercises, sports and recreational games)

Results: Followed - Modified - Progress

Recommendations: (Continue in A.P. , return to regular class, re-examination)

Teacher Signature Date

Note: This is a follow-up letter for Form AP-3-68 if doctor recommends omission of all activities.

CD AP-6-68

Date ____________________

Patient ______________________________ Grade ______

Condition ______________________________

Dear Doctor:

Rather than omit all aspects of Physical Education and recreational activities, would it be possible for the above patient to participate in the restricted phase of the Adapted Program?

Instruction is conducted in a special area with special equipment, by trained personnel working under Medical and Physical Education Consultants.

Essentially, this program is designed to reinforce the recommendations of the family physician and school medical consultant in keeping with the needs and limitations of those children in Bloomington who are medically restricted or physically unable to participate in the regular Physical Education Program.

Activities carefully selected or modified will, more than likely, encompass several areas; and may be performed in a lying or sitting position if necessary.

1. Recreational Activities

These are games and activities that focus on pupil adjustment, socialization, leisure time and skill development and can be done in a standing or sitting position.

Activity	Standing	Sitting	Activity	Standing	Sitting
Archery	______	______	Indoor Horseshoes	______	______
Box Hockey	______	______	Badminton	______	______
Deck Tennis	______	______	Ring Toss	______	______
Aerial Darts	______	______	Wall Throwing Skills	______	______
Table Tennis	______	______	Catching Skills	______	______
Paddle Tennis	______	______	Free Throws (Pole Goal)	______	______
Bean Bag Toss	______	______	Speed Bag Punching	______	______
Shuffleboard	______	______	Bowling	______	______
Tetherball	______	______	Swimming	______	______

2. Special Developmental Exercises

These are rehabilitative and remedial exercises and activities directed at restoring, maintaining or improving posture, strength and neuro-muscular function and can be performed in a standing, sitting or lying position.

Standing		Lying Only	Sitting Only
______	Relaxation (Tension Control)	______	______
______	Breathing (Diaphragmatic)	______	______
______	Williams (Back Exercises)	______	______

Standing		Lying Only	Sitting Only
	Stretching		
	Range of Motion		
	Flexibility		
	Dexterity (Digit Exercises)		
	Progression Resistance		
	Perceptual Motor Skills		
	Posture and Body Mechanics		
	Simple Metabolism (only)		

If you wish further information, please call or write the child's school nurse or Mr. Gerald Molosky, Coordinator of Physical Education, Curriculum Office, Telephone, 884-4077.

Sincerely,

REMARKS: ____

____

____

____

____

Physician's Signature **Date**

BLOOMINGTON PUBLIC SCHOOLS
Secondary OFfice
ADAPTED PHYSICAL EDUCATION

Student Interview

NAME ____________________ GRADE ____ SCHOOL ____________ DATE ________

Name of Classroom instructor during adapted period ____________

1. Type of Disability? ______________________________

____

2. What special problems (physical or emotional) does your disability create for you?

   At home ______________________________

   At school ______________________________

   At play ______________________________

   At work ______________________________

3. What type of work do you need most with your disability?

   a. ______________________________

   b. ______________________________

   c. ______________________________

   d. ______________________________

   e. ______________________________

4. Do you ever become discouraged because you cannot keep up with the other students?

   Sometimes ( ) Often ( ) Always ( ) Explain: ________

   ____

5. Have you ever been excused from physical education?

   Yes ( ) No ( ) Explain: ______________________________

____

6. Do you like physical education? Yes ( ) No ( )

   Explain: ______________________________

   ____

7. What are your favorite sports, games or activities? Star the ones you participate in at home.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

8. What subject do you have third period? __________ Instructor __________

9. Would you like to participate in the adapted Program?

Segregated ( ) Partially Segregated ( ) Integrated ( )

10. What activities do you feel you should concentrate on?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

11. What do you feel would be your present limitations in the physical education program?

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

BLOOMINGTON PUBLIC SCHOOLS
Department of Physical Education
ADAPTED PROGRAM

Achievement Record

Name________________________________School______________Grade____Period____

Classification_____________________________P.E. Instructor______________________

ACTIVITIES / DATE																

SUGGESTED MODIFICATIONS OF REGULAR PHYSICAL EDUCATION ACTIVITIES FOR CHILDREN WITH PHYSICAL LIMITATIONS

Many modifications of activities can be introduced within the regularly scheduled classes.

Teachers should not attempt to schedule all handicapped students into a segregated program when activities can be modified for them in a regular class. The segregated program should be the smallest and the most highly specialized phase of adapted physical education.

Generally speaking, adapted physical education is merely taking normal activities in a regular physical education class and adapting these activities to the pupil's limitations. It is the intelligent selection and modification of activities that enables a disadvantaged pupil to participate safely and with satisfaction within the limits of his disability or condition. Physical fitness and motor coordination is just as important to the handicapped student as it is to the normal student.

Interim Assignments

The school medical forms should be processed for physical activity restrictions as rapidly as possible. Until receiving the medical information from the pupil's doctor, it is advisable that the teacher eliminate the pupil from any physical activity. During the period of inactivity, the teacher may assign the pupil to the adapted instructor or to one or more of the following:

1. The library, for reading assignments in physical education, covering techniques and rules of various activities.
2. Serving as an official, scorekeeper or recorder during squad and class activities, and equipment manager.
3. Assisting with clerical details associated with the lesson.
4. Adjusting the record player during dances and other rhythmic activities.

The Integrated Program

Students with medical restrictions assigned to integrated instruction should participate in the regular physical education program with the exceptions indicated and approved by his medical examiner. The specific exceptions should be modified instead of being eliminated entirely. However, if this is not possible, then the pupil may be assigned temporarily to another regular class that meets during the same period.

A pupil excused from prolonged or sustained running or vigorous exercise, need not necessarily be eliminated entirely from games or exercises of this nature. Such a pupil may play the role of a goalie in soccer or hockey, positions not involving much running. In a line basketball or a line soccer game, the pupil may be excused only from the scrimmage phases.

The pupil with a chronic knee defect should be barred entirely from participation in such activities as high and broad jumping, dropping from a height or deep knee weight bearing exercises.

Modification of activities which have been designated as exceptions should in no way relieve the "integrated" pupil from vigorous participation in other phases of the over-all program.

Generally in modifying an activity for an adapted pupil, the teacher directs the child to refrain from those skills which may be contraindicant to his physical condition and/or substitute similar skills which are not contraindicant.

Following are sample ways in which activities may be modified according to pupil needs.

PHYSICAL FITNESS TESTING

Fitness testing of adapted students should focus on individual capabilities and limitations. Adapted students should only be tested on those test items they can safely perform.

Disability to upper extremities: the child is tested on items focusing on fitness development of trunk and lower extremities.

Another possibility would be to modify test items to make it easier for the individual to perform, such as: floor pull up.

Pull-up

- Reduce height of bar
- Uniform height should be used for pre and post tests
- Reduce bar for bent arm pull up
- No jumping or posture hang

Sit-up

- Raise shoulders and reduce angle of elevation
- As child develops, angle of elevation should be decreased

Rope Jumping

- Jump without rope
- Jumping with one hand swinging rope under legs in circular motion

Push-up

- From knees
- Raise trunk only with prop under hips

Dipping

- With heels on the floor

Shuttle Run

- Touch line with feet

Run Walk - 300 or 600 yds.

- Reduce distance, i.e. 600 to 300 yds.
  300 to 150 yds.

Squat Thrust

- Eliminate tiring phase of test

ARCHERY

Rule Modifications

- Limit distance to target
- Limit number of arrows
- Limit weight of bow (20-30 lbs.)
- Practice while sitting or leaning
- Partner retrieves arrows

Modified Games and Skills

Archery Golf

BASKETBALL

Rule Modifications

- Limit playing time
- Half court ball
- Position playing
- Substitute lighter and smaller ball
- Reduce height of basket
- Increase number of players
- Permit player to dribble any number of times
- Omit jump balls and free throws
- Replace throwing with underhand tossing, bouncing or rolling

Modified Games and Skills

Basketball Golf
Sideline Basketball
Twenty-one
Around the World
Five - Three - One
Freeze Out
Partner Twenty-one
Six Hole Basketball
Basketball Wall Volley
Basketball Throw and Catch
Backyard Basketball
Goal Hi

BOWLING

Rule Modifications

- Limit playing time
- Substitute lighter and more easily controlled equipment
- Decrease area of alley
- Stationary bowling - eliminate steps
- Other adaptations on an individual basis

Modified Games and Skills

Practice form with playground ball
Improvised Tenpins
Hit the Club
Wall Target
Basket Bowling
Knock 'Em Down
Goal Post Bowling
Bowl Spot Ball
Cross Country Bowl

3

BADMINTON

Rule Modifications

- Limit playing time
- Play doubles only
- Decrease height of net
- Play from sitting, standing or leaning position
- Increase number of players and play position
- Decrease distance of service
- Other adaptations on an individual basis

Modified Games and Skills

With large groups, play and score as in volleyball
Serve for accuracy
Featherball
Progressive Badminton
Aerial Darts
Paddle Badminton
Sponge Badminton

FIELD HOCKEY

Rule Modifications

- Limit playing time
- Decrease size of field
- Substitute larger and easier controlled ball
- Limit player to position on field
- Increase number of players
- Provide frequent rest periods
- Lighter equipment
- Other adaptations on an individual basis

Modified Games and Skills

Practice skill development only
Drive for accuracy
Drive for distance
Relays
Goal Golf
Dribbling Race
Obstacle Race
Hit the Can

FOOTBALL (TOUCH)

Rule Modifications

- Limit playing time
- Decrease area of field
- Lighter equipment - Jr. size or plastic football
- Increase number of players
- Frequent rest periods
- Defensive linemen rush the passer by walking
- Position playing on the line
- Limit player to passing only

Modified Games and Skills

Punt for distance
Pass for distance
Drop-kicking for accuracy
Drop-kicking for distance
Drive back
Pass for accuracy
Target Punt
Pass ball
Forward pass football
Practice football skills

GOLF

Rule Modifications
- Limit playing time or number of holes
- Decrease size of pitching and putting area
- Limit player to putting game only
- Other adaptations on an individual basis

Modified Games and Skills

Clock Golf
Goofy Golf
Croquet Golf
Marble Golf
Hockey Golf

HANDBALL

Rule Modifications
- Limit playing time by lowering scoring
- Decrease size of court
- Play doubles only
- Permit player to hit ball any number of bounces
- Substitute larger and more easily controlled ball - volleyball, etc.

Modified Games and Skills

Practice skills and fundamentals only
Spot Ball or Chinese Handball - Played with a volleyball or soccer ball
Codeball in the court
One Wall Handball

RHYTHMS

Rule Modifications
- Limit instructional time
- Substitute other steps such as walks, slides or balance steps
- Use slow tempo dance steps
- Use rhythmical patterns and movements adapted to pupil limitations
- Axial movements on individual basis
- Pupil creates own dance patterns based on his limitations
- Limit number of repetitions
- Allow sufficient rest periods
- Simplify rhythmical activities by using parts of original composition or dance
- Use rhythmical patterns in non-weight bearing position (sitting-lying)
- Practice dance steps only - with or without music
- Use rhythmical activities of short duration

Modified Games and Skills

Non-Weight Bearing
  Arm movements to music
  Trunk movements
  Clapping in time to music
  Tapping out rhythm with feet or hands
  Use of rhythm instruments

Axial Movements
  Swinging trunk from side to side
  Swinging arms or legs, forward backward or in circle
  Grasping at imaginary objects
  Push and pull as in sawing a log
  Turning and twisting the body
  Stretching and relaxing
  Flexing and extending

SOCCER - SPEEDBALL

Rule Modification

- Limit playing time
- Decrease size of field
- Limit player to definite position (goalie - fullback)
- Substitute lighter more easily controlled equipment
- Increase number of players
- Score points by kicking ball over end line (1 point)
- Other adaptations on individual basis

Modified Games and Skills

Circle Soccer
Line Soccer
Pin soccer
Kick for distance
Wall Kicking
Golf
Relays
Soccer Football
Rotation Soccer
Soccer Keep-away

SOFTBALL

Rule Modifications

- Replace throwing with underhand tossing, bouncing or rolling
- Decrease size of diamond
- Substitute walking steps for running
- Limit players to a definite position (first base, pitcher, etc.)
- Permit player any number of strikes
- Permit another player to run in place of batter
- Permit another player to bat for runner
- Use lighter equipment
- Other adaptations on individual basis

Modified Games and Skills

Three Grounders or a Fly
Ball Roll
German Bat Ball
Throw for accuracy
Throw for distance
Twenty-one
Kickball
Beatball
Whiffleball
Throw and Catch
Call Ball
Circle Ball
Pegging First
Partner Toss
Sponge Ball
Hitting for distance
Hitting for accuracy

STUNTS, TUMBLING AND APPARATUS

Rule Modifications

- Reduce height of apparatus
- Substitute benches for balance beam
- Emphasize proper breaking of falls
- Limit time on apparatus
- Eliminate dropping from apparatus
- Increase thickness of mats
- Include mounts and dismounts and eliminate exercises on apparatus
- Other adaptations on individual basis

SWIMMING

Rule Modifications

- Avoid swimming when temperature of water or air is low - suggest 80°F
- Gradual entry into water
- Limit swimming instruction time
- Have frequent rest periods
- Avoid speed or distance swimming
- Engage only in mild recreational swimming
- Experiment with aquatic skills to find those most useful to the individual
- Use special floating equipment

Modified Games and skills

Front glide for distance
Sculling, head first
Sculling, feet first
Floating for time (jellyfish, prone, back)
Front somersault
Count fingers of partner under water
Hand stand and hand walk
Flutter kick for distance, one breath
Porpoising - undulating action, over and under surface
Retrieving objects from bottom
Bobbing for distance
Treading water for time
Tandem swim
Plunge for distance
Surface dive also twisting and somersaults
Horse and rider wrestle
Follow the Leader
Simple water tag
Safety tag
Head tag
Poison
Tunnel Swimming
Come Over
Speed
Water basketball or Goal-Hi
Water volleyball
Circle pass
Keep Away
Water Waltz (alternate crawl and back crawl
Log Rolling (full twisting in water
Bicycling (lying on side, hands and feet doing pedal action)

TENNIS - TABLE TENNIS

Rule Modifications

- Limit playing time and number of games
- Play doubles only
- Increase number of players and play positions, score as in volleyball
- Decrease distance of service
- Serve over as in volleyball
- Allow players to hit ball on second or third bounce
- Limit player to service only
- Other adaptations on an individual basis

Modified Games and Skills

Practice skills only
Play game using serve only
Hand tennis
Deck tennis
Sidewalk tennis
Tennis serve for accuracy
Floor tennis
Wall tennis

TRACK AND FIELD

Rule Modifications

- Run: Run short distances only
  Substitute walking race
  Substitute a shuttle relay
  Substitute more runners in relays

- Long Jump: Shorten distance between take-off board and pit
  Substitute standing broad jump for long jump

- High Jump: Shorten approach distance
  Practice form only

- Shot Put: Substitute lighter equipment
  Stationary throws - sitting or standing
  Substitute other types of equipment - softball, volleyball, etc.
  Practice form only

- Discus: Stationary throws only
  Substitute lighter equipment
  Practice form only

- Hurdles: Practice form only
  Run along side of hurdles
  Hurdling along side of hurdle using hip role only
  Substitute lower hurdles

- Pole Vault: Practice form only without crossbar
  Lower cross bar

WRESTLING - JUDO

Rule Modifications

- Limit wrestling time, for example: 10 second escapes
  10 second breakdowns
  10 second takedowns
  Shorter matches

Modified Games and Skills

Work on form individually
Adapt skills to individual limitations
Use combatives: Indian wrestling
  Indian leg wrestling
Practice setting up but not completing throws
Pair players by size and ability
Practice throws in swimming pool
Battle Royal
Hand wrestle
Leg Lift
Kneel wrestle
Hanker fight
Kangaroo fight
Ring shoulder shove
Charge the guard
Free lift
Poison pin
Hot hands
Wand wrestle
Hot boxing
Arm wrestle standing
Swatter boxing
Chinese Tug
Line football crash
Pull for shore
Captured
Line wrestling
Tire boxing
Tire wrestling
Rooster fight
Arm lock wrestle
Hop across

ORGANIZATION OF INSTRUCTIONAL UNITS - Weekly Time Allotment K-6

	GRADE:	K	1	2	3	4	5	6
FALL - 9 weeks	Movement Exploration	3	2	1	1	-	1	1
	Simple Games and Recreational Activities	3	4	4	4	3	3	3
	Athletic Skills and Games	-	1	2	2	4	3	3
	Rhythmical Activities	2	-	-	-	-	-	-
	Fitness Testing and Class Organization	1	2	2	2	2	2	2
WINTER I - 10 weeks	Movement Exploration	4	3	2	1	2	-	-
	Simple Games and Recreational Activities	4	2	2	2	2	1	1
	Athletic Skills and Games	-	-	-	1	2	4	4
	Rhythmical Activities	2	4	4	3	2	3	3
	Stunts, Tumbling and Apparatus	-	1	2	3	2	2	2
WINTER II - 10 weeks	Movement Exploration	4	1	2	1	1	1	1
	Simple Games and Recreational Activities	4	-	2	3	2	1	1
	Athletic Skills and Games	-	2	1	1	2	4	4
	Rhythmical Activities	2	5	3	3	3	2	2
	Stunts, Tumbling and Apparatus	-	2	2	2	2	2	2
SPRING - 8 weeks	Movement Exploration	2	-	-	-	-	-	-
	Simple Games and Recreational Activities	3	4	4	6	3	3	3
	Athletic Skills and Games	-	1	1	1	3	3	3
	Rhythmical Activities	3	2	2	-	-	-	-
	Stunts, Tumbling and Apparatus	-	-	-	-	1	1	1
	Fitness Testing and Class Organization	-	1	1	1	1	1	1

PHYSICAL EDUCATION ACTIVITY CHART
GRADES 4-6

Code: AS - Athletic Skills and Games
FT - Fitness Testing
ME - Movement Explorations
RA - Rhythmical Activities
SG - Simple Games and Recreational Activities
ST - Stunts, Tumbling and Apparatus

		GRADE		
	Week	4	5	6
FALL	1	SG	SG	SG
	2	AS Soccer	FT	AS Soccer
	3	FT	FT	FT
	4	FT	SG	FT
	5	SG	AS Soccer	AS Soccer
	6	AS Soccer	AS Soccer	AS Soccer
	7	AS Soccer	AS Soccer	SG
	8	AS Soccer	SG	ME
	9	SG	ME	SG
WINTER I	1	ME	RA	RA
	2	ST	AS Basketball	AS Basketball
	3	ST	AS Basketball	AS Basketball
	4	SG	ST	ST
	5	AS Basketball	ST	ST
	6	AS Indoor Hockey	RA	RA
	7	ME	SG	SG
	8	RA	AS Basketball	AS Deck Tennis
	9	RA	AS Indoor Hockey	AS European Handball
	10	SG	RA	RA

		GRADE		
	Week	4	5	6
WINTER II	1	RA	RA	RA
	2	ST	AS Deck Tennis	AS Volleyball
	3	ST	AS Indoor Hockey	AS Volleyball
	4	ME	ME	ME
	5	RA	ST	ST
	6	SG	ST	ST
	7	SG	SG	SG
	8	RA	RA	RA
	9	AS Basketball	AS Volleyball	AS Deck Tennis
	10	AS Newcomb Handball	AS Volleyball	AS Indoor Hockey
SPRING	1	SG	SG	SG
	2	AS Track and Field	AS Track & Field	AS Softball and other Games
	3	ST	ST	ST
	4	FT	FT	FT
	5	SG	SG	SG
	6	AS Softball	AS Softball	AS Softball
	7	SG	SG	SG
	8	AS Softball	AS Softball	AS Softball

ORGANIZATION OF INSTRUCTIONAL UNITS

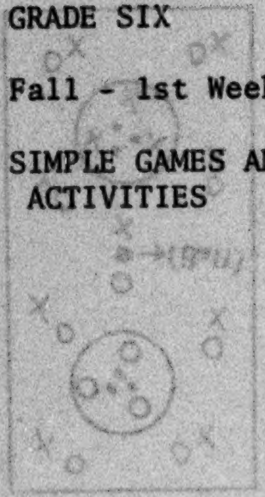
GRADE 6 - WEEKLY TIME ALLOTMENT

Fall (9 weeks)	Weeks
Athletic Skills and Games	3
Fitness Testing and Class Organization	2
Movement Exploration	1
Simple Games and Recreational Activities	3
Winter I (10 weeks)	
Athletic Skills and Games	4
Rhythmical Activities	3
Simple Games and Recreational Activities	1
Stunts, Tumbling and Apparatus	2
Winter II (10 weeks)	
Athletic Skills and Games	4
Movement Exploration	1
Rhythmical Activities	2
Simple Games and Recreational Activities	1
Stunts, Tumbling and Apparatus	2
Spring (8 weeks)	
Athletic Skills and Games	3
Fitness Testing and Class Organization	1
Simple Games and Recreational Activities	3
Stunts, Tumbling and Apparatus	1

GRADE SIX

Fall - 1st Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES



ACTIVITIES:	TIME:	PLACE:
Pin Soccer	2 Class period	Gymnasium or playground
Handy Feet Relay	1/2 Class period	Gymnasium or classroom
Ball Stand	1 1/2 Class periods	Gymnasium

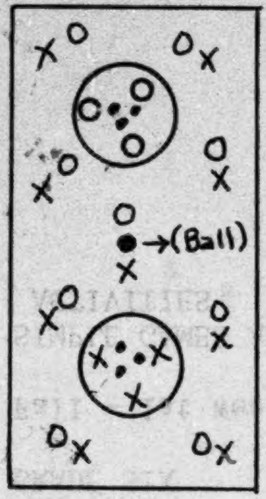
ACTIVITIES	OBJECTIVES	EVALUATION
PIN SOCCER Time: 2 Class periods	Physical: To develop proper kicking, passing, blocking and stopping ball skills needed in soccer	
Warm-ups: Push-ups Leg lifts Jumping jacks Running in place Coordinator	To develop stamina and lungs for running To develop accurate passing and kicking skills	
	Social: To learn teamwork in kicking and passing the ball To learn to play cooperatively without having to push or shove to get at the ball	

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: Soccer ball, 6 Indian clubs

Description:



Make two circles about ten feet in diameter at either end of the playing field. In the gymnasium, the two free throw circles can be used. Inside each circle, set up at least three Indian Clubs. Class is divided into two equal groups, and each group designates some members to be "guards" of the circle and others to be "kickers". Guards and kickers should rotate frequently. To start the game, place the soccer ball in the center of the playing area, with a "kicker" from each group standing with one foot on the ball. At a signal from the teacher, each player in the game is to knock down the clubs of the opposing team. No player is allowed to step inside either circle. When a club is knocked over, play starts again from midfield with all clubs set up. One point is scored for every fallen club. Team having the highest score wins the game. Rules of prohibiting use of arms and hands apply.

Out-of-bounds:

a. If the ball passes over the sidelines or endlines, it is put in play at the point nearest where it went out by an over the head throw. A member of the opposing team does this.

b. No point can be scored directly from a throw-in. At least one other player must play the ball before a point may be scored.

Fouls: It is a foul if a player a. touches the ball with hands or arms. b. steps into the goal area c. pushes, holds or trips an opponent.

Penalty: An unguarded kick from the center of the field.

ACTIVITIES	OBJECTIVES	EVALUATION
HANDY FEET RELAY	**Physical:** To develop coordination of feet	
Time: 1/2 Class period		
Warm-ups: Jumping jacks Hopping Sit-ups Leg lifts		

INSTRUCTIONAL APPROACH

Area: Gymnasium or classroom

Equipment: 4 Indian Clubs and 4 Chairs

Safety: Proper gym shoes should be worn. If played in classroom provide adequate space by moving desks.

Description:

Teams are in single lines behind a starting line. About 20 feet from the starting line, place an Indian club and a chair for each team. The first player in each line runs forward and knocks down the Indian club with his feet.[*1] When the club is upright, he runs back to place. The next player repeats the process.

[*1] He sits on chair and uses just his feet to set club upright.

ACTIVITIES OBJECTIVES EVALUATION

BALL STAND

Physical: To develop accuracy when throwing

To develop catching skills

To develop quickness and alertness

Time:
1 1/2 Class periods

Warm-ups:
- Arm Rotators
- Burpees
- Coordinator
- Jumping Jacks

INSTRUCTIONAL APPROACH

Area: Gymnasium

Safety: The ball man should throw the ball below the players waist to prevent injury.

Description:

Group the players about 20 feet from a wall. Choose a player to toss the ball; he calls the name of a player, who runs forward to catch the ball before it reaches the ground. As the latter does this all the other players run as far as possible. If the designated player succeeds in catching the ball, all the players return to their places and the thrower tries again, choosing another player. In case the player designated to catch the ball fails, he at once halts all the other players by calling out, "Stop," picks up the ball, and tries to hit one of the players. If a player is hit, he calls out "Stop," just then and is the new ball man. The other players start to run again but must stop at once when the ball man calls, "Stop," just as soon as he picks up the ball. So long as each player holding the ball continues to hit a player, the game continues in this way. When the ball man fails to hit a player, all return to the starting place, and the game begins again.

GRADE SIX

Fall - 2nd Week and also 5th and 6th Week

ATHLETIC SKILLS AND GAMES

ACTIVITIES:	TIME:	PLACE:
Soccer -	15 Class periods	Soccer field and Gymnasium
Kicking		
Circle Soccer		
Trapping		
Soccer Keep Away		
Dribbling		
Punt		
Blooking		
Tackle		
Soccer Goal Ball		
Soccer Center Ball		

ACTIVITIES

SOCCER

Time:
15 Class periods

Warm-ups:
Running in place
Burpees
Push-ups
Leg stretcher
Jumping jacks
Trunk twister
Neck twister
High leg kicks

OBJECTIVES

Intellectual: To learn rules of and strategy in playing soccer

Physical:

To develop the ability to dribble the ball

To develop the ability to pass the ball on the ground by kicking with the instep, the inside, and the outside of the foot.

To develop the ability to kick the ball into the air by using the toe kick.

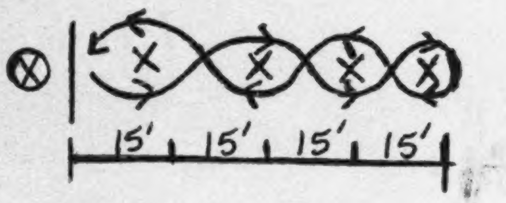
To develop the ability to stop a fly ball or bouncing ball by using the foot, leg or body.

To develop the ability to throw the ball in from out-of-bounds, using the two-hand overhead throw

To develop the ability as a goal keeper to punt

EVALUATION

1. Dribbling - On signal from a starting point, player dribbles a ball around four obstacles and returns to starting line.



2. Instructor may test with a stop watch and may test more than one student by setting up duplicate courses. Various obstacles may be used, such as students, high-jump standards, or Indian Clubs.

3. Each contestant is allowed at least two trials. His best score is recorded.

Place Kick for Distance
1. At least three trials should be allowed each player. His best kick is recorded.

INSTRUCTIONAL APPROACH

Area: Soccerfield and Gymnasium

Equipment: Soccer balls, scrimmage vests or pinnies
Soccer goals
Soccer field

Safety:

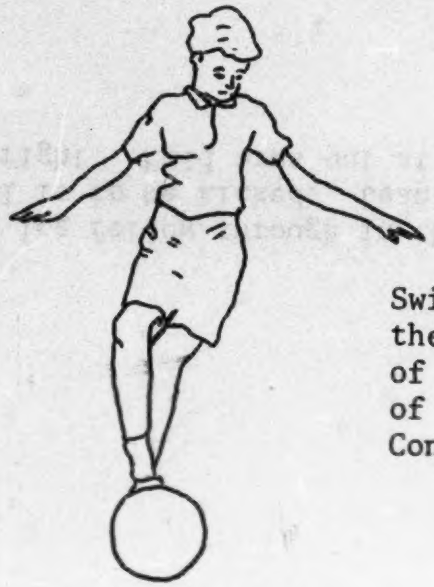
1. Know the game. Learn all rules pertaining to play and equipment.
2. Do not jump at an opponent.
3. Do not "head" low bounding balls with the opposition close by.

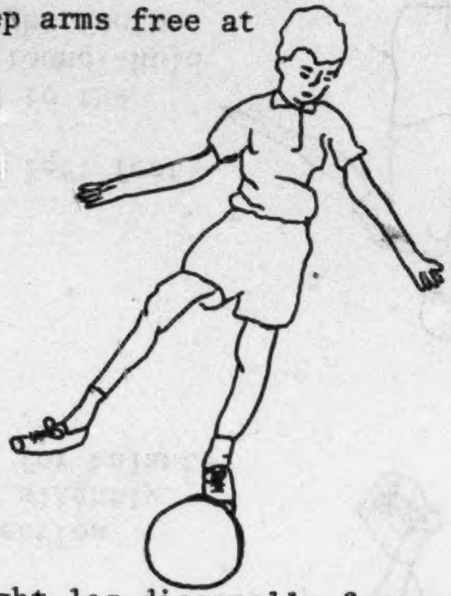
4. Do not charge the goal keeper or try to kick the ball while he is holding it.
5. Always keep one foot on the ground when kicking the ball.
6. Never kick a ball which is above the hips and never "head" a ball which is below the head.
7. Soccer or tennis shoes should be worn.

List of skills to review

1. Kicking & (Circle Soccer Game)

Place ball in front of feet -- keep eyes on the ball. Swing right leg to the right--diagonally outward and backward--bend right knee slightly--point toes to the ground--have weight on left foot--keep arms free at sides for balance.





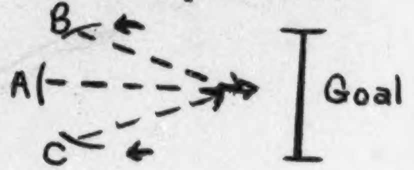
Swing right leg diagonally forward (in line with the direction the ball is to be kicked)--Inside of foot contacts ball below center--straight knee of kicking leg as foot contacts ball. Continue to hold arms free at side.

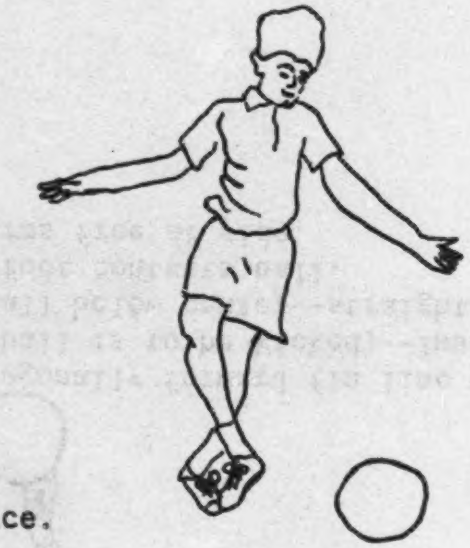
2. The field should be marked at regular intervals and class members posted as retrievers and distance measurers.

3. Four to six students should be tested simultaneously.

Goal Kick-Accuracy

1. From three different positions on the field, each of which is 25 feet distant from the goal, the player attempts to kick a goal. Two trials should be allowed from each position.

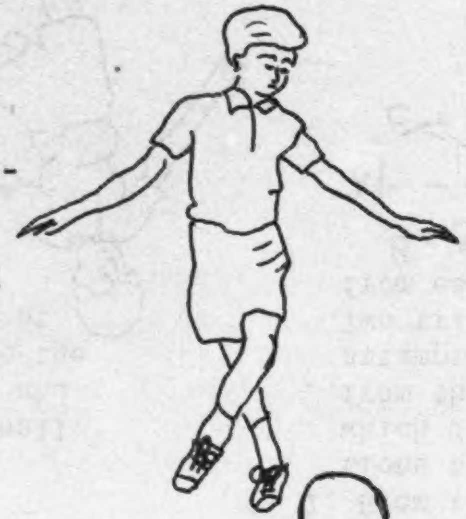


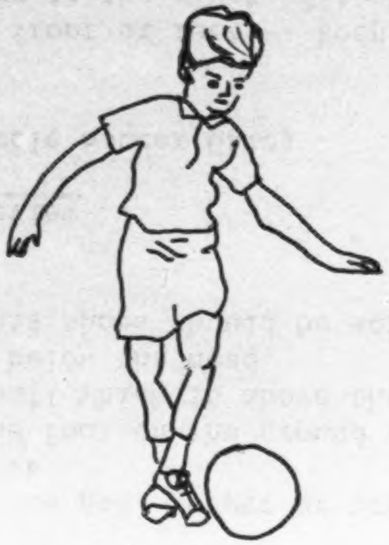


Let the leg follow through in the direction the ball is to be kicked. Lean trunk slightly to the right. Hold arms out at sides for balance.

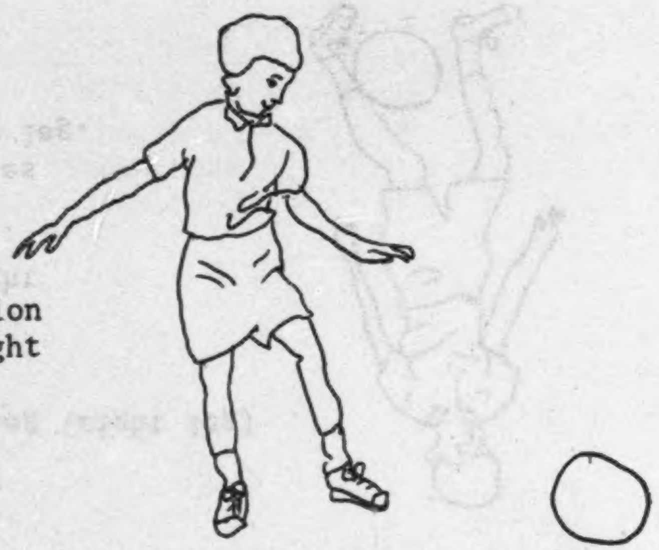
Outside of Foot (left leg)

Place ball in front of and outside of left foot--focus eyes on ball.
Swing left leg diagonally forward and to the right--bend knee--point toes to the ground--hold arms free at sides--have weight on right foot.





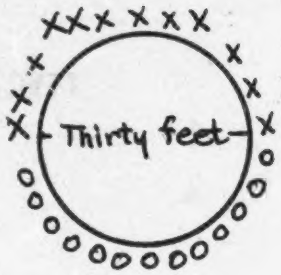
Swing leg to left--contact ball below its center with the outside of foot.
Keep arms free at sides.



Follow through with leg in the direction ball is being kicked--lean body to right for balance.

CIRCLE SOCCER:

Players and positions:
Have eight to sixteen to a team, each team occupying half of a circle thirty feet in diameter, with a line through the center.



Object of the game:
1. To kick the ball past the opposing players below shoulder height.
2. To prevent the ball from going out of the circle on a team's own side by blocking, trapping or kicking.

Playing rules:
1. The players take positions as shown in the diagram, and the captain of one team puts the ball in play by kicking it toward the opponents.
2. While the ball is in play, all players with the exception of the captain must remain in their half of the area outside the circle.

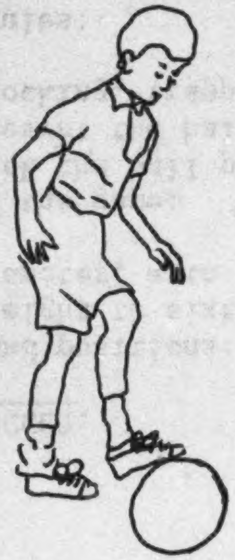
   The captains may move inside the circle to kick balls that have stopped out of reach of their teammates, but must return to their position before playing it again.
3. Players may trap or block the ball with any part of the body except the hands and arms (exception: players may use folded arms to protect the face.)
4. One point is scored for a team each time

   a. One of its players kicks the ball through the opponents' half of the circle below shoulder height.

b. An opponent kicks the ball out of the circle on his own half.
c. An opponent kicks the ball out of the circle above the shoulder level of the players.
d. An opponent plays the ball with the hands or arms.
e. An opponent other than a captain steps into the inner circle to play the ball.

5. After each score, the ball is retrieved and put back in play by the player on whose right it went out.
6. The team with the greatest number of points at the end of playing time is the winner, or the first team to score twenty-one points is the winner.

2. TRAPPING:

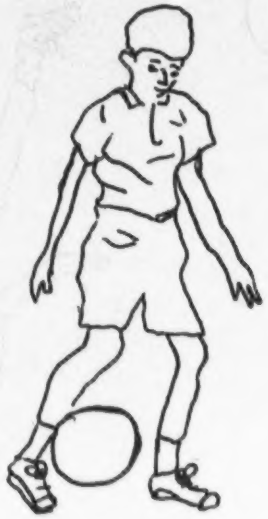


Trapping with the Foot -

Place body in line with approaching ball.
Have weight on left foot.
Keep eyes on ball.
Bend trunk forward slightly.
Keep arms free at sides.
Bring foot down on ball so that sole of foot is in a diagonal position against the ball.
Keep heel low so that ball does not roll under foot.
Do not put weight on the ball by stepping on it.

Trapping with Inside of Lower Leg (right leg)

Meet the oncoming ball.
Keep eyes on ball.
Step with left foot, bend left knee, weight on left foot.
Keep arms free at sides.
Bend right leg so that the lower leg closes down to trap the ball between ground and leg.
Do not put weight on ball.



Trapping with Inside of Both Legs.

Place body in line with oncoming ball
Keep eyes on ball.
Have feet in side stride position--not too wide.
Point toes slightly outward.
Bend knees forward and inward.
Have weight on inside of both feet.
Keep arms free at sides.
Bend knees to trap rolling ball.

Note: Keep eyes on ball and do not bend knees too quickly. This causes balls to rebound from the knees.

Trapping with the Front of Both Legs.
Keep body in direct line with ball.
Keep eyes on ball.
Have feet together and pointing forward.
Bend knees to trap the ball between the front of the legs and the ground.
Let heels come off the ground and transfer weight to balls of feet.
Keep arms free at sides.

SOCCER KEEP AWAY:

Two teams on a half soccerfield attempt to keep possession of the ball.
Kick or trap the ball, below its center, with the inside of the foot every three steps.
Alternate kicking foot.
Example: Kick-run-run-run, kick-run-run-run Right right left right left left right left

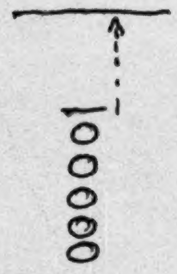
Keep ball about twelve inches ahead of kicker as he runs. Hold arms free at sides.
Keep eyes on ball.
Use feet to guide ball by rotating out before trapping and rotating in as soon as the ball is contacted.

Note: After the above has been taught introduce:
Dribble with two or three steps
Dribble with outside of foot
Dribble with inside and outside of foot.

3. DRIBBLING:

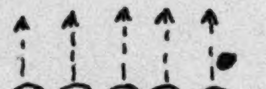
Soccer dribble and kick.

Arrange the class in squad formation and draw a line twenty to thirty feet ahead of the first player. The leader in each squad dribbles the ball to the line and returns it by an instep kick to the next player in line, who stops the ball by blocking or trapping it. That next player then dribbles ball and kicks it back, etc.



Soccer dribble and lateral pass.

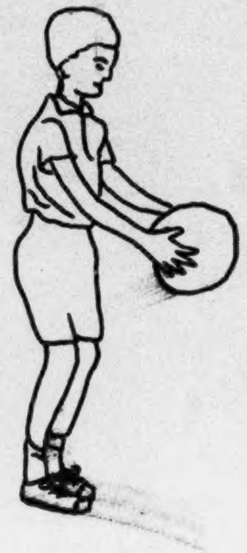
Arrange the class in squad formation and give the ball to the player on the extreme right. The player dribbles the ball for about ten feet, then passes to the player on his left, using the inside of the right foot. The other squad leaders run straight ahead of the ball. The ball must be passed ahead of the player so that he will be able to receive it without stopping or turning back. This player dribbles ten feet or so, then passes the ball on to the player on his left and so on, until the player on the extreme left has dribbled the ball. It is then passed back to the starting player in the same manner. Note: All squad members run down the field together.

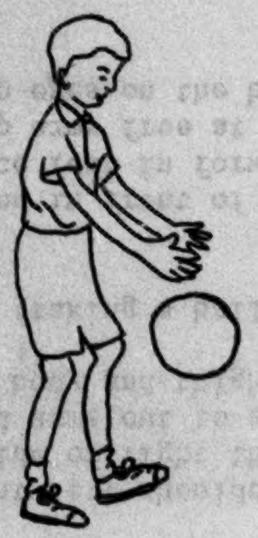


All run in direction of arrows.

4. PUNT:

Hold ball waist high--arm distance
from the body.
Place both hands on the sides of the
ball--spread fingers.
Relax arms and knees slightly.
Keep eyes on the ball.
Place kicking foot slightly ahead of
other foot.



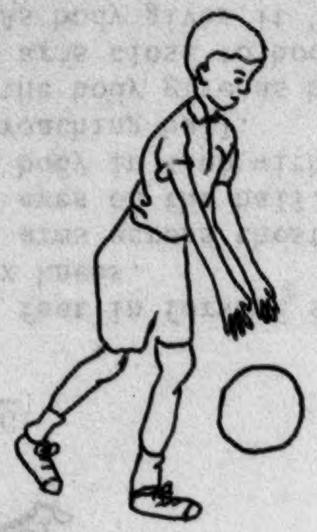


1. One step: step left, kick right.

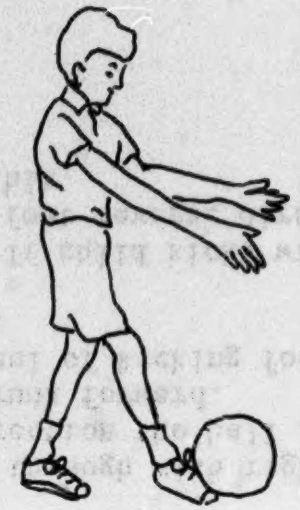
OR

2. Two steps: step right, left, kick right.

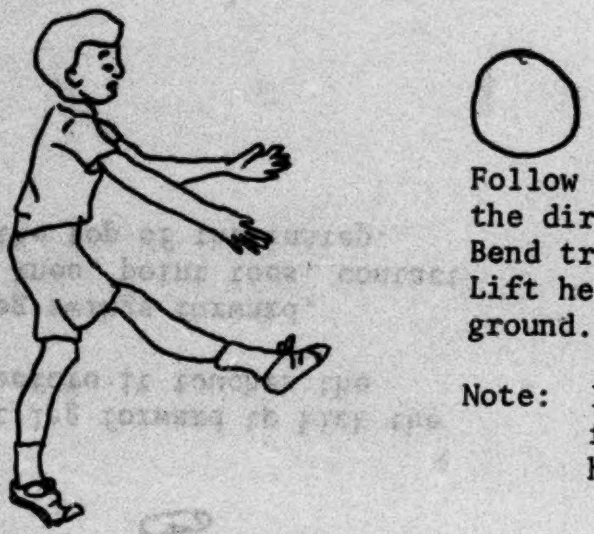
Drop ball as step is taken on left foot.



Flex right knee.



Swing right leg forward to kick the ball just before it touches the ground.
As right leg swings forward, straighten knee, point toes, contact ball with the top of the instep.



Follow through with right leg in the direction the ball is to be kicked.
Bend trunk forward.
Lift heel of kicking foot from the ground.

Note: If child kicks with his left foot reverse directions for him.

5. BLOCKING:

Chest
1. Have feet in forward stride position
   Relax knees.
   Fold arms across chest.
   Keep eyes on the ball.
   Keep body in line with the approaching ball.
2. Let the body give as ball strikes arms.
   Hold arms close to body.

Note: As body gives it "caves in" and takes a small jump backward.

Thigh
1. Point left shoulder toward approaching ball.
   Inside of right thigh meets the ball.
   Hold arms out to side for balance.
2. Let body and thigh "give" as ball strikes thigh.

6. TACKLE (taking a ball from an opponent)

Front
1. Stand in front of approaching player.
   Place feet in forward stride position.
   Keep arms free at sides.
   Keep eyes on the ball.

2. Forward foot reaches out to contact the ball.
   Have weight on rear foot--bend knee.
3. Block ball--do not pull or push it.

7. HOOK TACKLE

1. Face approaching player--to one side and ahead of the player.
   Place feet in side stride position.
   Relax knees.
   Hold arms free at sides.
2. Extend leg nearest approaching player sideward--inside of foot toward the ground.
   Bend knee of supporting leg--bend trunk away from moving leg.
3. Moving leg hooks ball away from player and toward tackle. Reach for the ball and avoid any contact with body.
   Time hooking the ball so that opponent has no contact with it.

8. TACKLE AND HOOK TACKLE PRACTICE

Soccer Goal Ball.

Formation: Establish two goal lines forty feet apart with a center line midway between. Draw a small circle at the center of the center line and place the soccer ball on it. Each team lines up in two rows in its half of the court. One row acts as backs to defend the goal and the other as forwards with one as center forward to stand by the ball.

Action: At the signal the forwards attempt to kick the ball and thereafter each team tries to drive the ball through the opponents and across their goal line. Forwards must stay in their own half of the court. After each goal, the forwards and backs should exchange positions. The backs may not score. Backs kick to the forwards, who do the scoring.(Players try taking the ball away from opponents by "tackling" the ball.)

Scoring: A goal counts two points when made during play. A goal from a free kick scores one point.

Fouls: Touching the ball with the hands, kicking the ball higher than the heads of the opponents, crossing the center line are fouls. The penalty is a free kick from the center line, for the opposite team.

9. TRAPPING AND PASSING PRACTICE

Soccer Center Ball.

Group arranged in a circle. One player designated as "it" in center attempts to touch ball with feet as other players pass ball across or around circle. When ball is touched, last person to kick the ball replaces player in center of the circle.

THE GAME OF SOCCER

Before the game of soccer is actually played by the students a chalk talk should be held. A diagram and explanations of the various positions in soccer are included here.

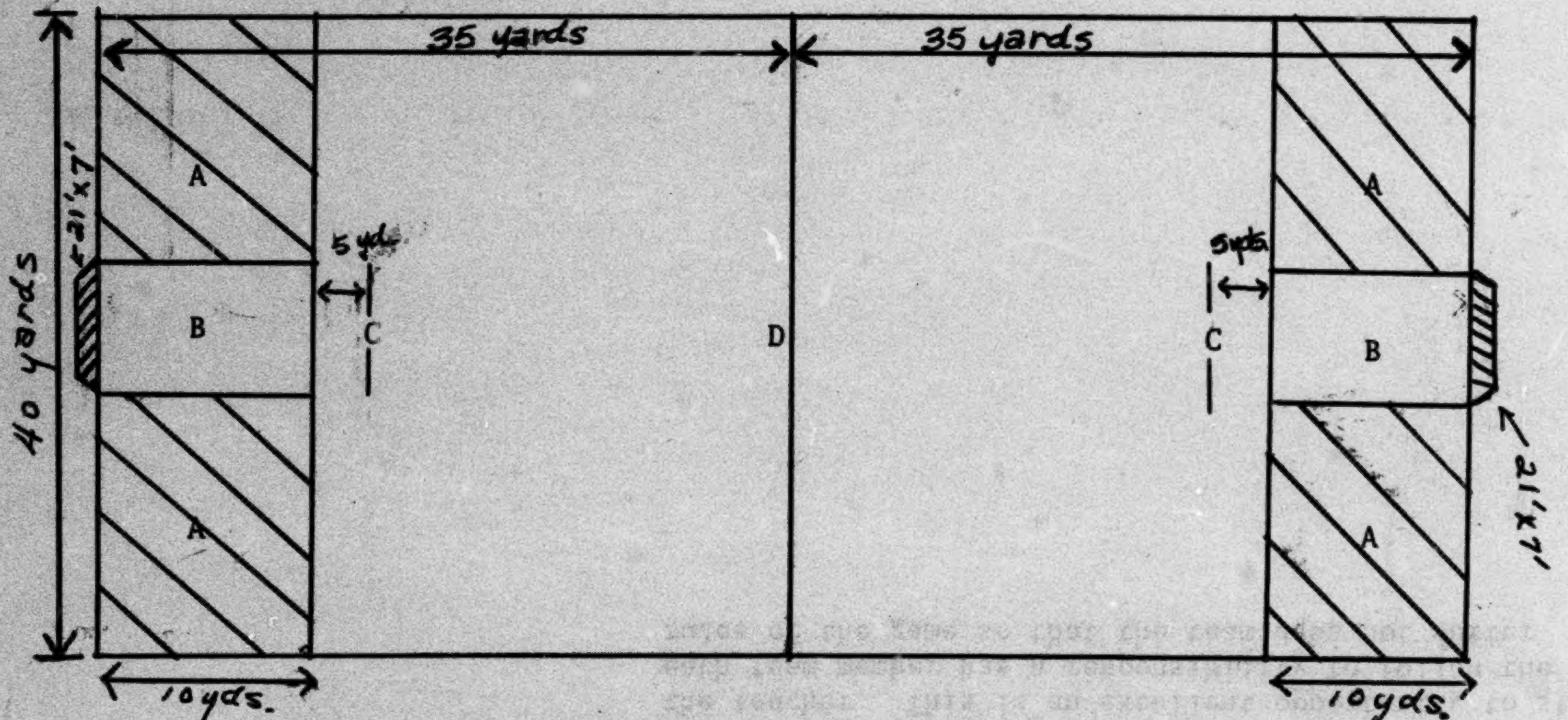
1. Goalies:
   Main function is to keep the ball from crossing the goal line.
   a. Goalies should play fairly deep in the goal zone and spread out.
   b. Goalies should work together and back each other up in case of a miss.
   c. Goalies may throw the ball with one or two hands from the goal zone and should in most instances throw away from the goal tender zone.

2. Goal Tenders:
   Main function is to keep the ball from passing across the goal line in the goal tender zone.
   a. The goal tender may punt or throw the ball from the goal tender zone.

3. Guards:
   Main function is to prevent the opposition from getting an unobstructed kick at your goal.
   a. Guards should be strong, aggressive kickers.
   b. Guards should cover the field and advance up the field as the ball is advanced toward the opponents goal, but should usually stay behind the forwards.
   c. Guards should attempt to kick the ball to forwards or at least downfield so that forwards can score.

4. Forwards:
   Main function is to advance the ball toward the opponents goal and score.
   a. Position is the most important aspect of soccer. Forwards must learn to remain relatively close to their original positions across the field as they move up and down the field.
   b. It is imperative that forwards function as a team and pass the ball to open team members.
   c. It is important that forwards learn to pursue the ball actively. This is the most difficult idea in soccer for children to grasp. The idea of how to pursue the ball and still retain some type of position on the field requires much patience and explanation by the teacher. This is an excellent opportunity to strive for the idea that each team member has a responsibility to follow the strategy and rules of the game so that the team does not suffer.

SOCCER FIELD AREAS


35 yards
35 yards
40 yards
21'x7'
21'x7'
5 yds
5 yds
A
B
A
C
D
C
A
B
A
10 yds.
10 yds.

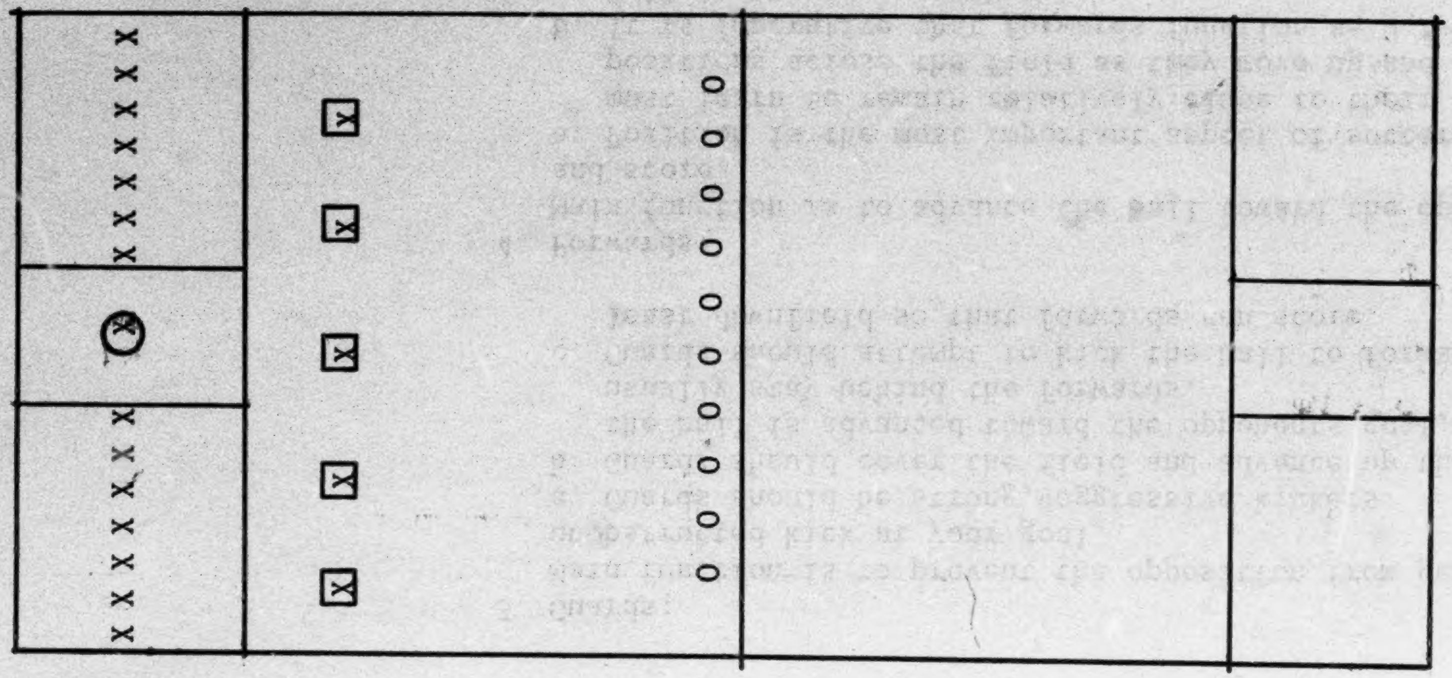
A - Goalie Zone

B - Goal Tender Zone

C - Penalty Kick Line

D - Center Kickoff Line

POSSIBLE PLAYER POSITIONS


X X X X X X X
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X - 14 Goalies

Ⓧ - 1 Goal Tender

☒ - 5 Guards or Defensemen

O - 10 Forwards

BLOOMBALL RULES

THE FIELD

The field should be level and rectangular in shape. The dimensions are to be 40 yards by 70 yards. Goal posts are to be 21 feet apart and the crossbar 7 feet above the ground. For other markings, see diagram on page 4.

PLAYERS

A regulation team is composed of a maximum of 30 players, including one goal tender, to be deployed at the discretion of the coach. The goal tender is the only position player so designated by these rules. The maximum number of players that can be in the playing area at one time is 15.

PLAYER CHANGES

The goal tender may be changed only after the completion of a complete quarter of play or due to an injury.

Other players may be changed as follows:

1. During a time out.
2. During quarter intermission.
3. Due to an injury.
4. After a scoring play.
5. Before penalty kicks.

EQUIPMENT:

Only tennis shoes, or soft soled shoes may be used. No equipment of any kind is to be worn for protection.

The ball used must be a regulation soccer ball.

LENGTH OF GAME

The game will consist of 2-15 minute halves running time, a five minute intermission period will be allowed before the start of each half.

TIMEOUTS

Two one-minute time outs will be allowed each team for each half (non-accumulative). Time outs called by a team because of an injury will not be charged to the team.

KICK-OFF

The winner of a toss of a coin has the option of kicking off or choice of goals for the first half only.

The teams change goals at the end of each playing half. After the change of goals the ball is kicked off by the side opposite to the team that originally kicked off, if the score is tied, or by the team that is losing.

The game begins by a place-kick from the center of the field in the direction of the opponent's goal. The ball must travel forward the length of its' circumference.

The player kicking off may not touch the ball until it has been touched by a teammate or a player on the opposing team.

Opponents must be 10 yards distance from the point of the kick.

The kick-off is an indirect free kick and thus a goal cannot be scored directly from a kick-off.

During a kick-off only the receiving team must be ten yards distant from the point of the kick. If any member of the offensive team crosses the center line before the ball is kicked it will constitute an off side. The kicking team will be penalized ten yards back towards their own goal, then will kick again. In the event of a second off side the ball will be awarded to the opposing team at mid-field for a throw-in.

SUSPENSION OF PLAY

In case of a time out or substitution for injury to a player, the ball is put into play again by the team which had possesion by a throw-in at the place where it was when time out was called, and the ball is in play when it touches the ground, or player that is in bounds.

OUT OF BOUNDS PLAY

Whenever the ball goes out of bounds on a side line play the ball will be awarded to the team opposite the team that touched the ball last. A throw-in is awarded from the point where it crossed the line.

THROW-IN

The thrower must face the field and be behind the side line. The ball must be thrown with both hands and must be delivered overhead. If the ball is improperly thrown in, the throw-in shall be taken by the opponent. The thrower shall not play the ball a second time before the ball is touched by another player.

FOULS

1. Touching the ball with the hands or ball hitting shoulder or any part of the arm below the shoulder.

2. Pushing, tripping, holding or blocking an opponent and unsportsmanlike conduct.

3. Over-stepping the restraining lines such as:

    A. Goal tender coming out of the goal tender area.
    B. Any entrance by the opposition into the goal area or goal tender's area.
    C. Any entrance by any part of the body by goalies into the goal tender's area.

PENALTIES

For foul 1 a free kick is awarded the opposing team from the point of the foul - All opposing players should be ten yards distant from the point of kick.

For fouls 2 and 3 A, B, C, a penalty kick will be awarded to the opposing team

PENALTY KICKS

May be taken at any point along the line designated as the penalty kick line. The ball must be kicked at the goal tender's area.

A penalty kick that goes outside the goal tender's area will result in a dead ball and the ball will be given to the goal tender for a throw-in.

No player may be a kicker for more than one half - two kickers required for entire game. Overtime use any kicks you desire.

During a penalty kick, no player from either team may line-up inside the penalty kick line. After the ball has been kicked, players are free to enter this area. If a player violates this rule and he is on the defensive team, another free-kick will be given, if the violator is on the offensive team and a goal is scored, it will not be allowed and the goal tender will put it in play; if he does not score the ball will be turned over to the goal tender to be put in play.

Free kick - given at place of foul - indirect kick and a goal cannot be directly scored from this kick.

SCORING

The side scoring the greatest number of points at the end of two halves of play is the winner.

POINTS CAN BE SCORED - as follows:

1 point awarded only to a penalty kick for kicking the ball across the goal line between the goal posts.

2 points for any kick which crosses the goal line and is kicked below the shoulders.

3 points for kicking the ball across the goal line and between the goal posts during regular play (not counting penalty kicks).

Points cannot be scored if it is thrown or propelled by arm or hand of an attaching player.

PLAYING THE GAME

After the kick-off the ball is kicked about the field until a point is scored or the ball goes outside the side lines, or until the referee blows his whistle for some other reason.

After a point is scored the team with the least amount of points at that time kicks off from the center of the field.

PLAYER RULES

Only goalies and the goal tender may use their hands.
Goalies are restricted to the safety zone. They may not go into the goal tender's area or the playing field.
Field players may play at will on the field, but cannot enter the goal tender's or goalies area.

OVERTIMES

All games ending in a tie after regulation play, will be decided by a sudden death overtime. The first team to score a point will be the winner.

GOALIES

Goalies may only throw the ball in. They may throw it in with one or two hands. Goalies may kick the ball only if it is on the ground. Goalies cannot punt the ball in.

Goal tender - no limitations.

FREE KICK RULE

If a foul occurs within five yards of the goalies or goal tender's restraining line, the ball will be brought out five yards from the restraining line and a free kick taken from that point. This is equivalent to the penalty kick line on either end of the field.

No points can be scored directly from a free kick unless the ball is touched by a teammate or a player from the opposing team.

GOAL TENDERS

Goalies who catch the ball must put the ball back into play. He cannot give it to another goalie or goal tender for them to put in play.

MODIFIED GAMES:

1. Half-Time Soccer

The rules of the game are the same as soccer except for half the game all of the girls play goalies and the boys play guards and forwards. At half time the positions are reversed.

2. Half-Field Soccer

All soccer rules are basically the same except the game is played on half a field. This probably might work best with small groups.

3. Break-Away Soccer

Divide into two equal teams. One team lines up its members in the goalie and goal tender area with two guards playing out. On a signal four members of the opposite team advance the ball toward the goal and attempt to score before the guards capture the ball or the goalies catch it. One team has ten chances, then the positions are switched. High score wins.

GRADE SIX

Fall - 3rd and 4th Week

FITNESS TESTING AND CLASS ORGANIZATION

ACTIVITIES:	TIME:	PLACE:
Fitness Testing	10 Class periods	Gymnasium

should be taken in collecting the data accurately.

When alphabetizing the class, boys should be alphabetized as one group and girls alphabetized as one group.

TEST I SHORT POTATO RACE: One pre-trial. Two lines are drawn on the floor twelve feet apart. The student starts at one line, dashes to the other line and touches the floor on or across that line with either hand. He then crosses the space between the lines and touches the space on the floor on or across the other outside line. Repeating this as many times as possible in 15 seconds. Score is number of times he touches either line. Do on hard surface.

3 trials -- Score: Sum of the 3

TEST II BROAD JUMP: One pre-trial. Stand with toes touching restraining line. Keep both feet in contact with floor or mat before jumping and land with both feet at the same time. Measure distance from start to nearest mark made to restraining line by heels, hands, or hips.

3 trials - Score: Best of the three
Take all trials at one time - Record in total inches, e.g., 38", 48", 62", etc.

TEST III PULL-UPS: One pre-trial. The bar should be high enough so that the pupil can hang with his arms and legs fully extended and his feet free of the floor. Use the overhand grasp (back of hands toward face, palms away). After assuming the hanging position, the pupil raises his body by his arms until his chin can be placed over the bar and then lowers his body to a full hang as in starting position. The exercise is repeated as many times as possible.

1 trial

Suggestions:
a. The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging, check this by holding your extended arm across the front of the thighs.
b. The knees must not be raised and kicking of the legs is not permitted.
c. If a chair is used to help him reach the bar, be sure he drops down to a full hang before attempting the pull-up. (Many will jump from the chair and pull which is unfair.)
d. The overhand grasp is used to develop strength as a survival technique for climbing walls, hanging from a ledge, etc.
e. In defense of pull-ups for girls, there is no structural difference in boys and girls at this age which makes this any harder for girls than boys. Tradition seems to have kept us from doing this with young children and with girls. A pull-up measures power to lift the body whereas a bent-arm hang measures power to hold in static position. Physical therapists have indicated that an extended hang is very good for posture because it completely stretches the spine. Even if the child is not successful, there is value in the effort.

TEST IV SIT-UPS: One 15-second pre-trial. Child lies on floor (not mat) with knees up, feet flat on floor with feet as near his hips as possible. Child clasps his hands behind his head or neck, elbows flat on the floor. Partner kneels in front and presses downward on feet of partner. Partner should not hold ankles, sit on feet or sit on floor and try to hold feet. Partner's pressure on the feet is very important. Partner also keeps pushing feet of child taking test toward hips to help retain initial position.

To perform sit-up, child curls his head and elbows forward each time to touch elbow to top of knees. No cross over is used (hard to judge 1st and 2nd grade). Child returns to floor and elbows must touch floor between each turn. The number of times a child touches the top of his knees with elbows in 60 seconds is his score. Knees should be kept together.

TEST V 300 YD. RUN-WALK: Child uses a standing start. At the signal "Ready? Go!" the child starts running the 300 yard distance. The running may be interspersed with walking. It is possible to have 10-15 children run at one time by having the pupils pair off before the start of the event. Then each child listens for and remembers his partner's time as the latter crosses the finish line. The timer merely calls out the times as the children cross the finish line.

Walking is permitted, but the object is to cover the distance in the shortest possible time.

Scoring - Record time in seconds.

ELEMENTARY PHYSICAL EDUCATION TESTING
INTERMEDIATE CLASS RECORD SHEET
Fall and Spring

SCHOOL____________________ GRADE_____ TEACHER____________________

Pre / Post

STUDENTS' NAME		BROAD JUMP			PULL-UPS			POTATO RACE			SIT-UPS			300 YD RUN-WALK			PROFILE AVG.	
(Alphabetical)	Sex	Score	%ile	Diff	Score	%ile	Diff	Score	%ile	Diff	Score	%ile	Diff	Score	%ile	Diff	%ile	Diff

SIXTH GRADE NORMS

	BOYS							GIRLS					
Stanines	%ile	Standing Broad Jump	Pull Ups	Potato Race	Sit Ups	300-yd. Run-Walk	%ile	Standing Broad Jump	Pull Ups	Potato Race	Sit Ups	300-yd. Run-Walk	%ile
9 (97-up)	99	87	12	39	52	57	99	80	5	36	46	57	99
	97	78	10	35	48	59	97	77	4	34	43	60	97
8 (90-96)	95	75	9	34	45	60	95	74	4	33	39	62	95
	90	73	7	33	42	62	90	71	3	32	36	65	90
7 (78-89)	85	71	6	33	39	64	85	69	2	31	32	66	85
	80	70	5	32	37	65	80	67	2	31	31	67	80
6 (61-77)	75	69	4	31	36	66	75	66	2	30	29	68	75
	70	68	4	31	34	67	70	65	1	30	28	69	70
	65	67	3	31	32	67	65	64	1	29	27	69	65
5 (41-60)	60	66	3	30	31	68	60	63	1	29	26	70	60
	55	65	2	30	30	69	55	62	1	29	25	71	55
	50	64	2	30	29	70	50	61	1	28	24	72	50
	45	63	2	29	28	71	45	60	1	28	22	73	45
4 (24-40)	40	62	1	29	27	72	40	59	1	28	21	74	40
	35	61	1	28	26	73	35	58	1	27	21	75	35
	30	60	1	28	24	73	30	57	1	27	19	76	30
	25	59	1	27	23	74	25	56	1	27	18	77	25
3 (12-23)	20	58	1	27	22	76	20	54	1	26	16	79	20
	15	57	1	26	20	77	15	53	1	25	15	82	15
2 (5-11)	10	54	1	26	17	80	10	51	1	25	12	85	10
	5	50	1	25	13	85	5	50	1	24	8	89	5
1 (4-below)	3	48	1	24	9	109	3	48	1	23	6	115	3
	1	45	1	22	3	133	1	46	1	20	1	142	1

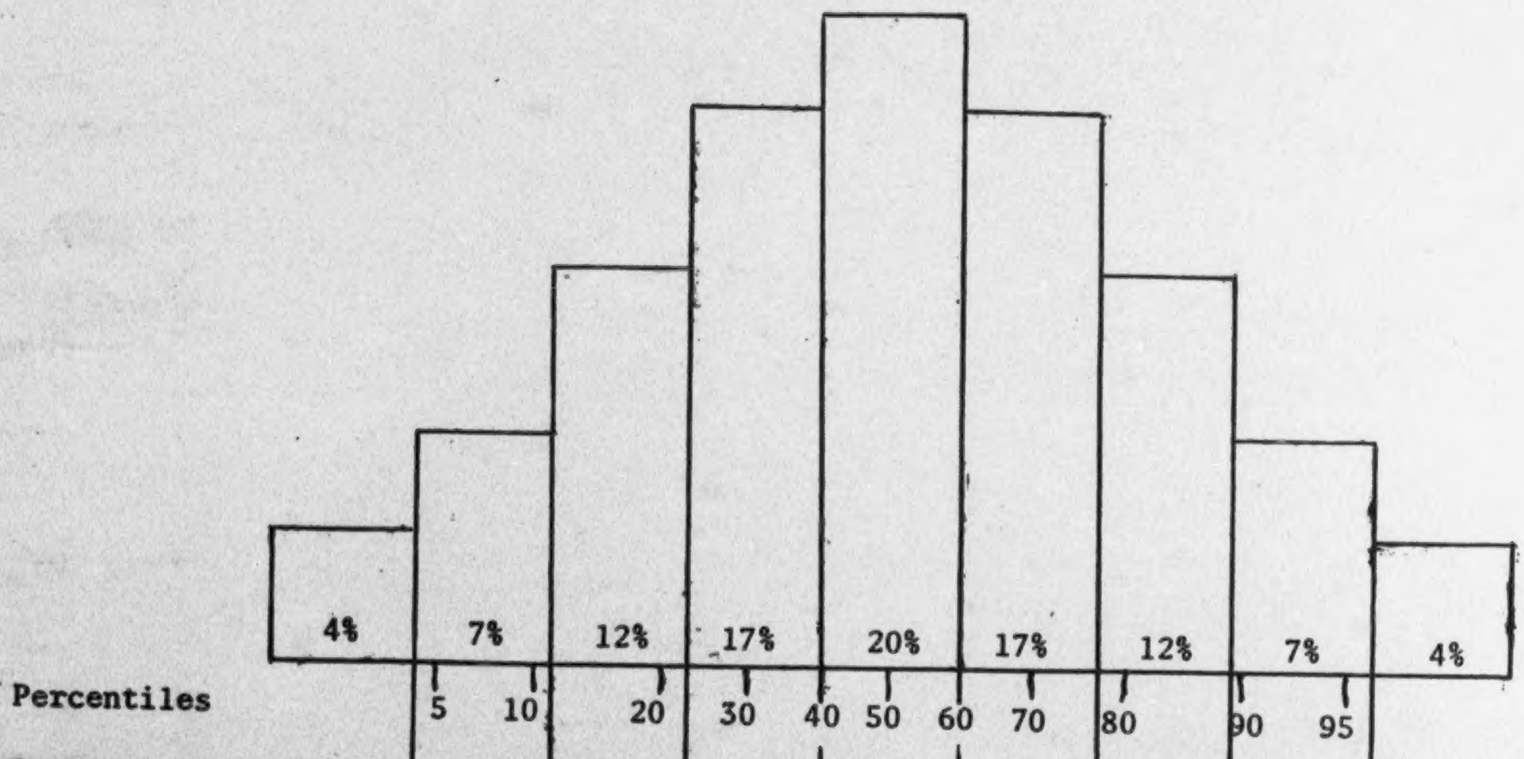
STANINES. While percentiles are extremely useful in student counseling, stanines are often used because of their clarity and convenience. The use of stanine overcomes one inconvenience inherent in percentiles -- that is, that percentile units at various positions on the scale are not equal. This lack of equality precludes the use of percentiles in computing means or conducting correlational analyses.

Stanines are a simple set of equal-unit standard scores derived from percentiles. Each stanine corresponds to a specified set of percentiles. In terms of the normal curve, stanines are units ranging from 1 to 9, with a mean of 5 and a standard deviation of 2. The fact that stanines are equal units means that they can be meaningfully averaged and used in other statistical analyses.

Interpretation of student scores is facilitated by stanines, since it is easy to keep in mind the relative level of performance represented by each stanine, and since the scale is fine enough to meet the information requirements of individual counseling.

As is true of percentiles, stanines provide comparisons with performance of other students, and a student's performance should compare with that of other students in his grade.

Standards and Expectations. Grade equivalents, percentiles, and stanines are, by their very nature, comparisons with the performance of the national sample of students tested in the standardization program. Though these national norms provide a meaningful basis for the interpretation of test scores, they should not be considered an absolute standard for students, classes, schools, or school systems. In each instance they should be regarded only as a point of departure in assessing whether goals appropriate to the situation are being met. In evaluating the test results of a student, it is particularly important to consider what he is capable of doing. An average ranking may be quite commendable for one student, yet represent only mediocre performance for a more capable classmate.



Percentile Range	4 and below	5 to 11	12 to 23	24 to 40	41 to 60	61 to 77	78 to 89	90 to 96	and above
STANINE	1	2	3	4	5	6	7	8	9
Interpretation of Individual Performance	POOR	BELOW AVERAGE		AVERAGE			ABOVE AVERAGE		SUPERIOR

GRADE SIX

Fall - 7th Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Pepper	1 Class period	Playground
Heading Dodge Ball	1 Class period	Gymnasium or playground
Beat Ball	1 Class period	Playground

ACTIVITIES	OBJECTIVES	EVALUATION
PEPPER	Physical: To develop throwing, fielding, batting and ball handling skills	
Time: 1 Class period	Social: To develop group responsibility	
Warm-ups: Sit-ups Jumping jacks Tortoise and hare Toe touch Wing stretcher Leg lifts		

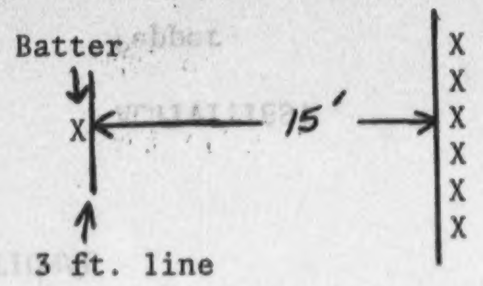
INSTRUCTIONAL APPROACH

Area: Playground

Equipment: Softball and bats (Modifications: volleyball or soccer ball)

Description:

Minimum of 4 separate teams.
Object - to see how many times you can hit the ball.
1. Ball must go past 3 ft. line.
2. Ball cannot be hit over players heads.
Failure of these results in loss of turn and return to line.
3. The batter should try to hit the ball to all the players.



Must catch ball and throw back to batter in strike zone underhand between shoulder and knees.

If a player fails to follow these rules, he must go to end of line and work back up.

The line should move to the right and the player furthest to the right will be next up. (Note: Batter hits ball to all players before his turn is over.)

Modification: A volleyball may be used and the batter may strike it with his closed fist or hand. A soccer ball may be used and the batter may kick it. The ball should be rolled.

ACTIVITIES	OBJECTIVES	EVALUATION
HEADING DODGE BALL **Time:** 1 Class period **Warm-ups:** Running in place Toe touch Burpee Sit-ups Leg raisers	**Physical:** To develop heading a ball while running	

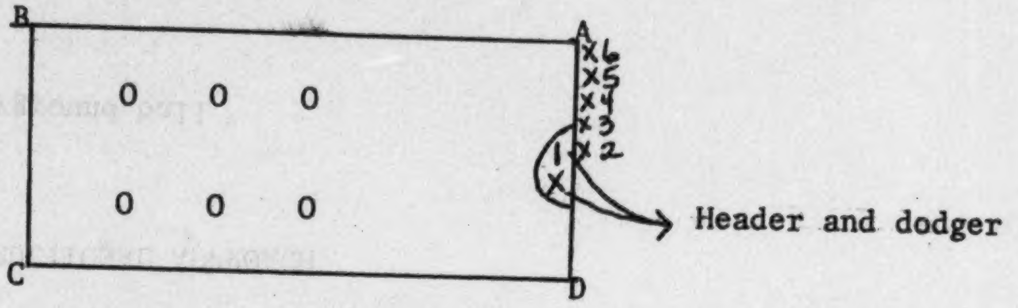
INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: Volleyball or soccer ball - 4 markers

Description:

Formation -



Bowling pin markers are placed on corners of court and a small heading circle placed at one end. The members of the batting side stand outside the court behind the heading circle. The fielders spread out within the rectangle. The batting side work in pairs, one to head and one to dodge. The player heading the ball stands in the circle and one of the fielders lobs the ball so that it can be headed forward into the court. The player having headed the ball runs around the rectangle outside the markers and runs back home. Immediately after the ball has been headed the dodger must enter the playing area. The fielders gather the ball, pass, or aim it to hit the dodger with the ball as many times as possible. All hits must be registered below the hips and score is declared when the runner gets "home." When every batsman has run and dodged, the sides change over.

ACTIVITIES	OBJECTIVES	EVALUATION
* BEAT BALL	**Physical:** To develop kicking, passing and throwing skills	
Time: 1 Class period	**Social:** To develop teamwork and ability to play without arguments	
Warm-ups: Leg lifts Coordinator Arm rotators Wind sprints	To develop the ability to run around bases	

INSTRUCTIONAL APPROACH

Area: Playground

Equipment: Soccer ball or playground ball

Description:

The game is played on a kickball diamond using a soccerball. The class is divided into two teams. One team is out in the field and one team is up to "bat". A pitcher, catcher, basemen and fielders are needed. The pitcher rolls the ball to the kicker who kicks the ball and runs all around the bases to home. The fielders pass the ball from fielders to basemen going all around the bases trying to beat the kicker home with the ball. The fielders must pass the ball. If a fielder travels* with the ball, the kicker is automatically safe. Fielders must stay out of the way of the kicker while he is running.

Variation: Pins may be set up on each base which the kicker must pick up and carry home as he is running.

* Travel means to take steps with ball in hand

GRADE SIX

Fall - 8th Week

MOVEMENT EXPLORATION

ACTIVITIES:	TIME:	PLACE:
Balance Beam -	5 Class periods	Gymnasium

ACTIVITIES	OBJECTIVES	EVALUATION
BALANCE BEAM	Intellectual: To follow directions and safety rules	
Time: 5 Class periods	Physical: To develop big muscle movement and balance	
Warm-ups: Jumping jacks Running in place Squat thrust Arm circles Trunk twister Mountain climbing	To develop controlled arm strength To develop good posture and leg muscles To develop agility and flexibility	
	Social: Group cooperation Courteous conduct Safety concepts	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Mats, balance beams, wands

Description:

1. Walk forward on beam, arms held sideward.
2. Walk backward on beam, arms held sideward.
3. With arms held sideward, walk to the middle, turn around and walk backward.
4. Walk forward to the middle of the beam, then turn and walk the remaining distance sideward left with the weight on the balls of the feet.
5. Walk to center of beam, then turn and continue sideward right.
6. Walk forward with left foot always in front of right.
7. Walk forward with right foot always in front of left.
8. Walk backward with left foot always in front of right.

9. Walk backward with right foot always in front of left.

10. Walk forward with hands on hips.

11. Walk backward with hands on hips.

12. Walk forward and pick up a blackboard eraser from the middle of the beam.

13. Walk forward to center, kneel on one knee, rise and continue to end of beam.

14. Walk forward with eraser balanced on top of head.

15. Walk backward with eraser balanced on top of head.

16. Place eraser at center of beam. Walk to center, place eraser on top of head, continue to end of beam.

17. Have partners hold a wand 12 inches above the center of the beam. Walk forward on beam and step over the wand.

18. Walk backward and step over wand.

19. Hold wand at height of three feet. Walk forward and pass under the bar.

20. Walk backward and pass under the bar.

21. Walk the beam backward with hands clasped behind the body.

22. Walk the beam forward, arms held sideward, palms up, with an eraser on the palms of each hand.

23. Walk the beam backward, arms held sideward, palms up, with an eraser on the palm of each hand.

24. Walk the beam backward, arms held sideward, palms up, with an eraser on each hand.

25. Walk the beam backward, arms held sideward, palms down, with an eraser on the back of each hand.

26. Walk the beam sideward, right, weight on balls of feet.

27. Walk the beam sideward, left, weight on balls of feet.

28. Walk forward to middle of beam, kneel on one knee, straighten right leg forward, until heel is on the beam and knee is straight. Rise and walk to end of beam.

29. Walk forward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.

30. Walk backward to middle of beam, kneel on one knee, straighten right leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.

31. Walk backward to middle of beam, kneel on one knee, straighten left leg forward until heel is on the beam and knee is straight. Rise and walk to end of beam.

32. Hop on right foot, the full length of the beam.

33. Hop on left foot, the full length of the beam.

34. Hop on right foot the full length of the beam and then turn around and hop back.

35. Hop on left foot the full length of the beam and then turn around and hop back.

36. Walk to middle of beam, balance on one foot, turn around on this foot and then walk backward to end of beam.

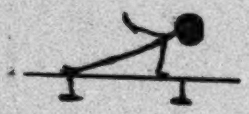
37. Walk to middle of beam left sideward, turn around and walk to end right sideward.

38. Place hands on beam, have partner hold legs (as in wheelbarrow race) and walk to end of beam.

39. Same as 38, but partner walks with his feet on the beam instead of on the ground straddling the beam.

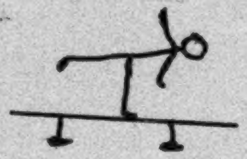
40. Place eraser at middle of beam, walk out to it, kneel on one knee, place eraser on top of head, rise, turn around and walk backward the remaining distance.

41. Walk the beam backward with an eraser balanced on the back of each hand. At center, turn around and walk backward to the end of the beam.



42. Walk to middle of beam, do a right side support, rise and then walk to end.

43. Walk to middle of beam, do a left side support, rise and walk to end.



44. Place eraser at middle of beam. Walk out to it, kneel on one knee, pick up eraser and place it on the beam behind pupil, rise and continue to end.

45. Walk to middle of beam, do a balance stand on one foot, arms held sideward with trunk and free leg held horizontally.

46. Place eraser at middle of beam, walk beam left sideward, pick up eraser, place it on right side of beam, turn around and walk right sideward to end of beam.

47. Hold wand 15 inches above beam. Balance eraser on head, walk forward stepping over wand.

48. Hold wand 15 inches above beam. Balance eraser on head, walk backward stepping over wand.

49. Hold wand 15 inches above beam. Balance eraser on head, walk sideward right, stepping over wand.

50. Hold wand 15 inches above beam. Balance eraser on head, walk sideward left, stepping over wand.

51. Hold wand three feet high. Walk forward, hands on hips, and pass under the bar.

52. Hold wand three feet high. Walk backward, hands on hips, and pass under the bar.

53. Fold a piece of paper at a right angle so it will stand on the beam at the middle. Walk to paper, kneel, pick it up with the teeth, rise and walk to end of beam.

54. Place paper as in 53. Walk to it, do a right side support, pick up paper with teeth and walk to end of beam.

55. Place paper as in 53. Walk out to it, do a left side support, pick up paper with teeth and walk to end of beam.

GRADE SIX

Fall - 9th Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Captain Ball	5 Class periods	Gymnasium

ACTIVITIES	OBJECTIVES	EVALUATION
CAPTAIN BALL	Physical: To develop skill in throwing, catching and running	
Time: 5 Class periods	To develop coordination	
Warm-ups: Running in place Toe touch Burpees Jumping jacks Sit-ups		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Volley ball or playground ball

Description:

Fourteen players, divided into two equal teams. Each team consists of three circle men (players who stand within the three circles on one side of the court), three quards (players who stand outside the opponents' circle), and one center player in the circle farthest from the center of the playing area. The center players face each other at the center line, with the teacher (referee) holding the volleyball or soccer ball between them.

The referee tosses the ball between the two center players at the center line. The centers endeavor to throw the ball to one of their guards; the guards in turn, endeavor to throw it across the center line to one of their circle men. If a circle man secures the ball, he tries to throw it to his Captain. Circle men are guarded by the opposing guards. The guards intercept the ball, if possible, and throw it to one of their circle men. A point is scored each time the Captain catches the ball thrown to him from a circle man. No point is made if a guard or center player throws the ball directly to the Captain. The team having the most points at the end of the playing period wins.

The game is played in two ten-minute halves. At the beginning of the second half, the circle men become guards and guards become circle men. This changes the direction of throwing for each team.

With large groups make a complete change of personnel every 5 minutes - all "extra" sit outside playing area.

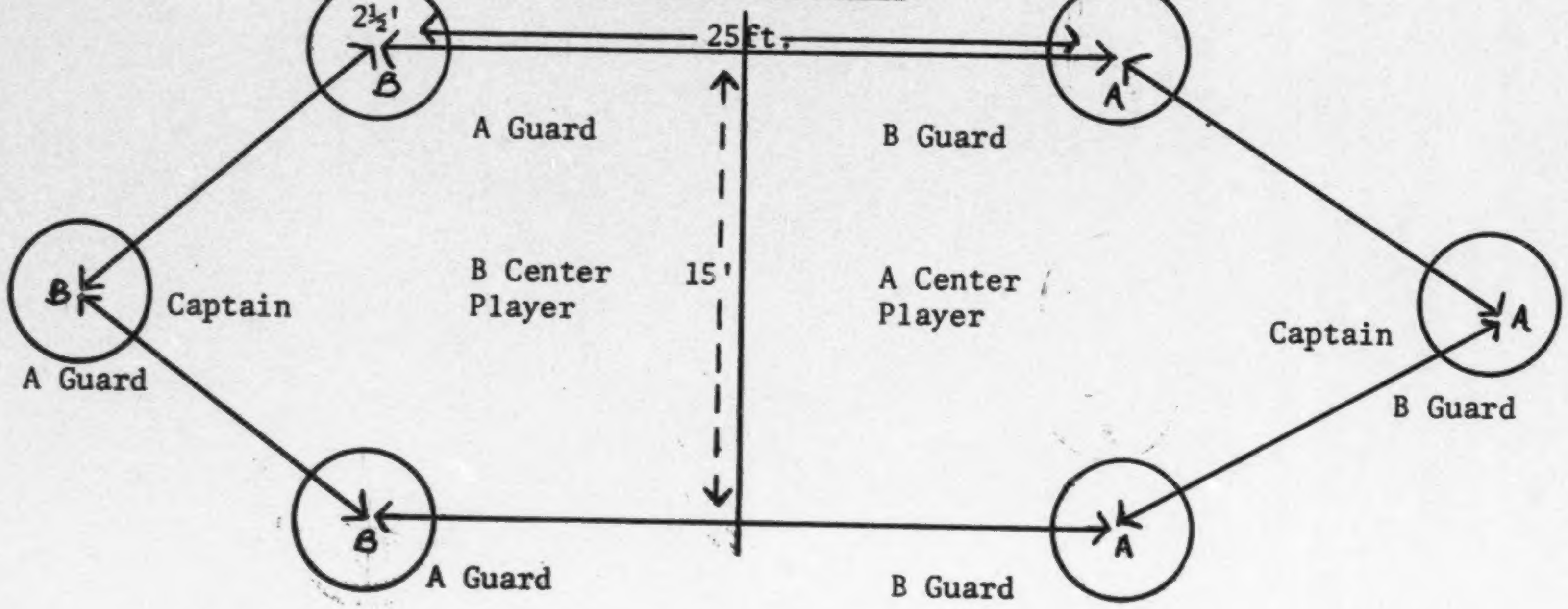
A ball which goes out of bounds is put in play again at the center by the referees.

After each toss-up at the center, the center players cross the center line to play on the side of the court with their own guards.

Violation of the following rules entitles an opposing circle man to a free throw to his Captain with only the Captain's guard attempting to intercept this throw:

1. The circle men may place only one foot outside their base in an effort to get the ball or to throw it.
2. The guards may not step on the circles or touch the circle men.
3. The players may not kick the ball, run with it, snatch it or bat it from an opponent's hands, bounce it, or hold it longer than three seconds.
4. Center players may not step on the center line or cross it, except to cross it in jumping for the ball tossed by the referee.

Captain Ball Court


2½'
25 ft.
B
A
A Guard
B Guard
15'
B
Captain
A Guard
B Center
Player
A Center
Player
Captain
A
B Guard
B
A
A Guard
B Guard

GRADE SIX

Winter I - 1st Week

RHYTHMICAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Lumey Sticks	5 Class periods	Gymnasium or playground

ACTIVITIES	OBJECTIVES	EVALUATION
LUMEY STICKS Time: 5 Class periods Warm-ups: The coordinator Tortoise and hare	Physical: To develop sense of rhythm with stick	

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: Phonograph record

Formation: Partners sit cross legged on the ground facing each other two-and-a-half to three feet apart.

Description:

Lumey Sticks -

For many years the game of lumey sticks has been included in some physical education program. It is a rhythmic activity which has many creative possibilities and will carry over into the playground areas when the children are playing on their own.

Equipment: Each player has two rounded, wooden sticks approximately nine to ten inches long and three-fourths inch in diameter, (dowel pins) large enough around for easy handling (broomsticks, pieces of mop handles, etc.). Each player should have his own set; they may be sanded smooth or ornately carved. (Rhythm sticks work well.)

Partners sit cross-legged on the ground facing each other two and a half to three feet apart.

Skills done in rhythm or to count.

1. Hit the ends of the sticks on the floor (vertical position).
2. Hit your own two sticks together.
3. You and your partner hit diagonally right sticks.
4. You and your partner hit diagonally left sticks.
5. You and your partner throw each other your right-handed sticks.
6. You and your partner throw each other your left-handed sticks.

7. Throw both of your sticks at the same time. (Be sure one person's sticks go in the middle and other person's sticks go on the outside of these.)
8. Hit the opposite end of the sticks (not the end you are holding) on the floor, in front of you, horizontally.
9. Flip the sticks in the air and catch them both at the same time.
10. Hit the sticks on the floor at your sides.
11. Flip the sticks at your side.
12. Cross your arms and hit the sticks on opposite sides of you.
13. Throw both arms in the air above your head.

Ask the participants to hold the sticks loosely in a vertical position, mid-center or slightly below mid-center.

The hand position for each step is the same as described for step one, one exception being in step five. In step five you place your hands on the ends of your sticks, nearest you. The sticks then are held in a horizontal position.

In teaching the first step, it is suggested that there be no actual stick-throwing. A simplified version is appropriate at the beginning, because the learner will have the feeling of success.

Before teaching step two, the following suggestions might be given to the players:

1. Be sure to throw the sticks high enough in the air so that your partner has time to catch them before they hit the ground.
2. Always watch the sticks coming toward you, not the ones you are throwing.
3. In throwing the sticks, be sure to follow through.
4. If one partner misses his sticks, the other should hesitate for just a moment to enable him to gain control of them again.

In teaching step two, suggest that the partners lay aside three of their four sticks and use the one stick for practicing the skill of tossing. First practice throwing from right hand to right hand; then from left hand to left hand. At this time, the leader will probably want to re-emphasize these points: holding the sticks loosely; the importance of height in throwing the sticks; a definite follow through. (In the following steps, commands such as the one listed above may be formulated for the purpose of introducing a new step.)

Beat out the rhythm of the chant on a drum or floor. (3/4 time)

Have those learning the game beat this rhythm with their hands, after which they should repeat it, accenting the first beat.

The game consists of a series of routine movements performed by the partners to a rhythmic chant: Repeat these as you sing -- "Me Cume Tan Ya;" continue repeating them as you again sing "Ma Co Ay Ta O, Me Cume Tan Ya." This will take up beats seven through twenty-four.

The leader will definitely want to demonstrate the first step using some type of command. For example, referring to step one above, he might say -- "Hit ground, sticks together, hit right; hit ground, sticks together, hit left." As the skill is practiced, shorten the command to "Ground, sticks, right; ground, sticks, left." Later, no commands will be necessary.

The first step (step one) is simple to:
Hit the ends of the sticks on the floor, on the word "Ma" or count 1.
Hit your own sticks together, on word "Co" or count 2.
You and your partner hit diagonally right sticks, on the word "Ay."
Hit the ends of the sticks on the floor, on the word "Co" or count 4.
You and your partner hit diagonally left sticks, on the word "O" or count 6.

The following abbreviations are used in describing the routines.
R, L, D: right, left, double
Side: position at side of player
Knee: position in front of player's knee
Front: position in front of player
Tap: hit ends of sticks on the floor
Clap: hit sticks together
Throw: throw sticks to partner
Flip: toss sticks in the air, turning once

1. Tap, clap, R throw:
   Tap, clap, L throw.
   (repeat three times)
2. Tap, clap, R throw, L throw.
   (repeat six times)
3. Tap, flip, tap, clap,
   Diagonal throw, tap.
   (repeat three times)
4. Side tap, flip, flip,
   Forward tap, flip, flip,
   Tap, clap, diagonal throw,
   Tap, flip, tap.
   (Repeat)

5. Side tap, flip, tap, R hand
Front tap, flip, tap, L hand;
Front tap, flip, tap, R hand;
Side tap, flip, tap, L hand.
(Repeat using both hands at once)

6. Front tap, flip, tap;
Cross arms front, tap, flip, tap;
Front tap, flip, tap;
Tap, clap, diagonal throw.
(repeat)

With proficiency, the movements get faster and faster.

CHANT

Ging, gang, goo
Gori, gori, gatchoo
Ging, gang, goo, ging

(In partners facing each other)

Ging: (Hit floor-sticks on end)
Gang: (Hit floor again)
Goo: (Hit sticks together)

II

Gori: (Hit partners-2 sticks flat)
Gori: (Hit partners-2 sticks flat)
Gatchoo: (Hit sticks together twice)

III

Ging: (Hit floor sticks on end)
Gang: (Hit floor again)
Goo: (Hit sticks together)
Ging: (Raise 2 sticks above head)

Students can and should also make up their own chants and actions.

Creative chants should be encourage.

GRADE SIX

Winter I - 2nd and 3rd Week

ATHLETIC SKILLS AND GAMES

ACTIVITIES:	TIME:	PLACE:
Basketball - Skill Drills Basketball Golf Captain Ball Circle Passing Drill Shuttle Passing Drill Fake, Drive, Hook Five Pass Basketball Sudden Death One Goal Basketball Side Line Basketball Scramble Basketball Goal Hi Basketball Basket Hi Ball Dual Basketball Four Goal Basketball Cage Basketball Basket Volleyball King Ball Rink	15 Class periods	Gymnasium

ACTIVITIES	OBJECTIVES	EVALUATION
BASKETBALL Time: 15 Class periods	Intellectual: To begin to understand team game strategy To learn scoring process	Skills Performance: Have student stand 6ft. from wall. Count number of successful wall volleys completed in 1 minute time.
Warm-ups: Windmill Jumping jacks Half knee bends Running in place Pivot calls Jump and reach	Physical: To develop quick reaction To develop the ability to dribble with either hand To develop effective ball handling To develop hand eye coordination To develop the ability to shoot To develop timing, agility and body control	Set several hazards in a path around which a child must dribble. Time them. Count number of lay up shots (may vary type of shots) in a time limit.(30 secs.)
	Social: To develop sportsmanship To learn to accept disappointments To recognize and accept wide differences in people To develop team loyalty	Teamwork among squad members could be advanced by keeping a scorecard on successful completion of drill contests.
	Self-Realization: To develop enjoyment and emotional release	Best time on circle pass drill etc.

INSTRUCTIONAL APPROACH

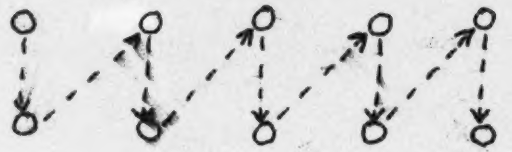
Area: Gymnasium

Equipment: Basketballs

Safety: Glass guards should be used - Mats should be under the baskets to protect players - Groups should be apart so no dribbler interferes with another

Description:

LINE PASSING DRILL



Formation: Double line facing each other.

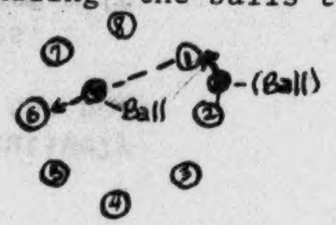
Description: Establish two lines facing each other. Start passing the ball as indicated by lines in the diagram. Each type of pass should be practiced in this formation. Stress accuracy. Have players step back to increase passing distance as group progresses.

(1) This should be a daily drill during the basketball unit. (2) Use variations of two-handed and one-handed passes. (3) The drill may be used as a relay.

TWO BALL

Description: Nos. 1 and 2 each have a ball. As No. 1 passes to any player except No. 2, 2 passes the other ball to No. 1. Play proceeds as the second ball follows the course of the first ball. After two misses, players rotate. Instruct the players "handling" the balls to exercise "split" vision so as to be prepared to receive the second ball.

Objective: Physical - To develop skill in passing

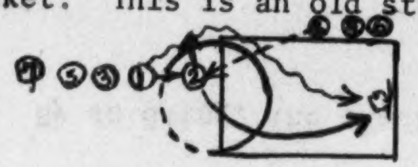


GUARD AND FORWARD

Formation: Two single files

Description: No. 1 passes to 2 and follows the ball around. No. 2 hands off to 1, who dribbles all the way in or passes to 2 rolling for basket. This is an old standby drill and should be used daily.

Objective: Physical - To develop ball handling skills



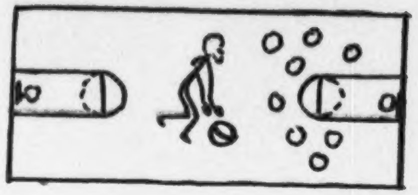
DEFENSIVE DRILL

Formation: Irregular distribution with dribbler in front

Description: This is a very good drill to teach players how to "shuffle" their feet on a defensive maneuver. Dribbler in front moves in and out and from side to side. Players in back shuffle according to movement of dribbler. Defensive stance should be the "boxer's stance." Movement in this drill can be made faster by having two dribblers. This gives an opportunity for passing and causes players to move faster.

Teaching suggestion: Rotate or change dribbler frequently.

Objective: Physical - To develop skill in foot work



TWENTY-ONE

Formation: Single file in squads

Description: The players in each squad are numbered consecutively. The first player of each squad throws for goal anywhere behind the free throw line. Whether successful or not, he recovers the ball on the rebound or after a bounce and throws for goal from the spot where he caught the ball. Again, whether successful or not, he repeats from a rebound or bounce for a third throw. His throws score as follows:

- 5 points for the first throw if made -
- 3 points for the second throw -
- 1 point for a successful third throw -

Each player then takes his turn as described for No. 1. The first player to score 21 wins the game.

Modification: The game may be played on a 21 or "bust" basis. By so doing, the exact score of 21 must be scored.

Objective: Physical - To develop skill in shooting and rebounding

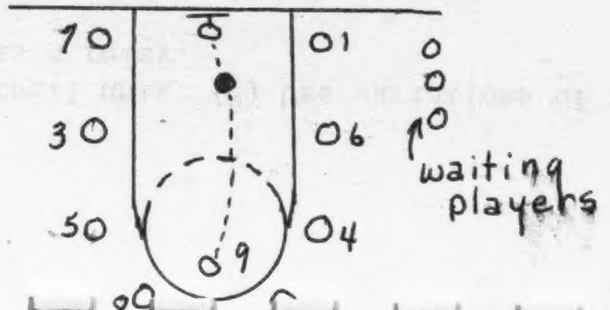
BASKETBALL GOLF

Number of Players: 10 to 15 on a team

Description: Players shoot from each spot beginning with No. 1 and moving consecutively to each number. Whether or not the shot is made or missed the player goes on to the next consecutively numbered hole. Each player keeps his own score.

Teaching suggestion: Team member scores are totaled at the end of the "nine holes." Squads or teams may compete against each other by comparing total scores. The team with the highest score wins.

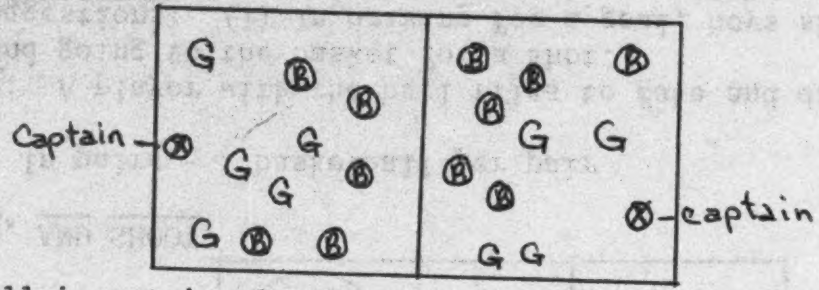
Modification: Players all begin at spot one. Each gets one shot until all have had a chance. If he makes a basket he moves one spot, if he misses he remains until he is successful. He must wait his turn for the ball.



CAPTAIN BALL

Number of Players: 10 to 15 on a team

Description: The object of the game is to have a captain catch the ball from one of his basemen or forwards, who are stationed in circles marked on the court within which one foot must be kept. Any number of opposing players may be between the baseman as guards. A ball caught by the captain from the guards of his team does not count. The guards will try to prevent the ball being caught by the captain from one of his basemen or by one of the basemen from another basemen, and will try to intercept the ball so as to pass it to the other end to one of his own basemen.



Note: Guards from opponents team are between a Captain and "his" basemen.

The ball is put in play by toss at center between two opposing fielders. Tie balls are tossed up between the two players involved. The basemen may put one foot outside of the circle. Guards may not step inside circle. Violation of this gives the ball to opposing basemen. One point is scored whenever a catch is made by a captain. The following are fouls:

- To snatch the ball away from an opponent.
- Bounce the ball more than three times.
- To run with the ball.
- To kick the ball.
- To hand instead of throwing.

Penalty: Front baseman gets free throw to captain. (1) Considerable amount of time should be spent in teaching this activity since it is a popular game, but is somewhat more difficult than other basketball type lead-up games. (2) Rules of the game may be changed to permit basemen to move about.

CIRCLE PASSING DRILL

Formation: Each squad forms a circle

Description: Each player passes the ball to anyone in the circle except to a player immediately on each side of him. Each type of pass should be practiced. (1) The game of "Ten Passes" may be played with this drill. (2) The drill may be used as a relay by passing the ball to each consecutive player in the circle.

Modification: The squad first making ten passes without dropping wins the game.

Objective: Physical - To develop ball handling skills

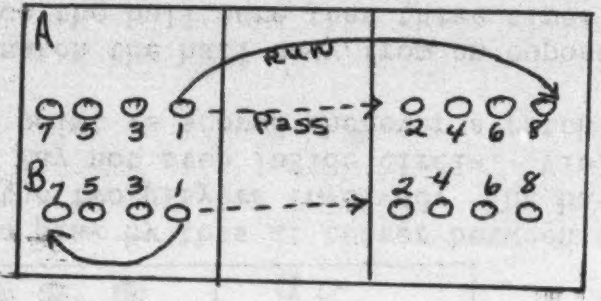
SHUTTLE PASSING DRILL

Formation: Each squad is in a shuttle formation with lines approximately 10' apart.

Description: Either method A or B may be used as indicated in the diagram. In method A, player No. 1 passes the ball to player No. 2 and runs to the end of the opposite line. Player 2 passes to No. 3 and also runs to the end of the opposite line. The procedure is continued until all have exchanged sides.

In method B, player No. 1 passes to player 2 and then goes to the end of his own line. Each player repeats the procedure.
Modification: Either method of this drill may be used as a relay

Objective: Physical - To develop ball passing and catching skills

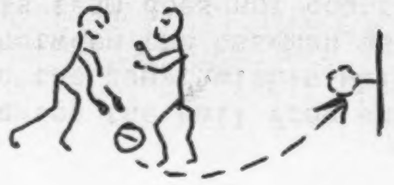


FAKE, DRIVE, AND SHOOT

Formation: In pairs - 1 basketball per pair

Description: A player with the ball tries to fake and drive around a defensive man by dribbling and going to the basket for a shot.
Teaching suggestions: (1) In driving for a goal, boys should be taught to fake and to step first with the "inside" foot. (2) Boys should be taught to go both ways.

Objective: Physical - To develop skill in faking, dribbling and shooting

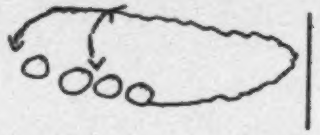


DRIBBLING DRILL

Formation: Single file - 10 children - one basketball for each file

Description: This is the same as the Dribble Relay. In this case, however, dribblers are encouraged to take their time while actual dribbling form is stressed. The dribbler goes to a line and back. Encourage young players to use right or left hand dribble.
Modification: Use as a relay after some practice.

Objective: Physical - To develop skill in dribbling

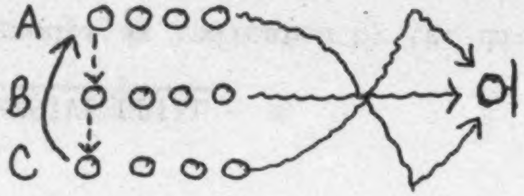


THREE LINE DRIBBLING DRILL AND SHOOTING

Formation: Three single files - one basketball per file

Description: Rotate from A to B to C to A. This drill encourages boys to look, change pace, and drive. Each line dribbles in direction as indicated by the diagram. The players must "stop and go" constantly dribbling until proper opening or clearance presents itself and then dribble into the basket. They should be taught to dribble with the appropriate hand as position on court changes and necessitates "outside" hand dribbling.

Objective: Physical - To develop skill in shooting and dribbling

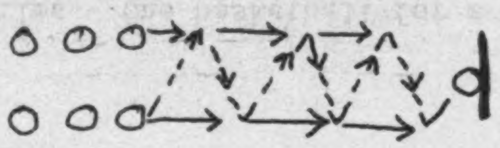


PASSING DRILL

Formation: Two single files - One basketball for a two files. Use as many "sets" of two single files as possible.

Description: Two players move down court and pass the ball back and forth to each other. Encourage boys to be accurate and not pass too often. Do not move down the court faster than the boys are capable of handling the ball. One of the most difficult skills to teach children is to pass the ball while moving. Much emphasis must be placed on this skill.

Objective: Physical - To develop skill in passing and catching

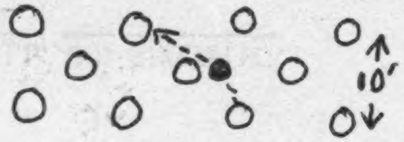


PASSING AND DEFENSIVE DRILL

Formation: In groups as indicated by the diagram - One basketball for each group.

Description: This drill is better executed if groups are divided into 8 or 11 players. Two lines of 3 or 4 face each other with two or three defensive players in the middle. If six players are used (3 in each line) then two defensive players should be in the middle. The players in line try to pass the ball across to the other line. Players in the center try to deflect or intercept the ball. The player who throws the deflected or intercepted ball exchanges places with the player in the center. This is also an excellent drill to be used daily to teach footwork and defensive action.

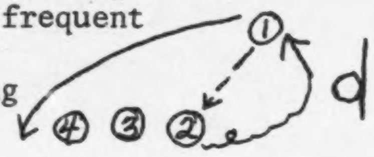
Objective: Physical - To develop skill in passing and playing defense



PIVOT-DRIBBLE-SHOOT

Formation: Single file

Description: No. 1 passes the ball to 2 and then goes back of the line. No. 2 pivots off foot on which he catches the ball and dribbles in for the lay-up. He then gets the ball and takes the place of No. 1 by throwing to 3. This drill warrants frequent repetition, because it involves several basketball skills.
Objective: Physical - To develop skill in pivoting, dribbling and shooting



FIVE PASS BASKETBALL

Number of Players: 10 to 20 on a team - A basketball court divided into two halves.

Description: The players are divided into two team; each team is divided into forwards and guards The forwards are in one-half of the court and the guards in the other half. Forwards must be with opposing guards of other team.

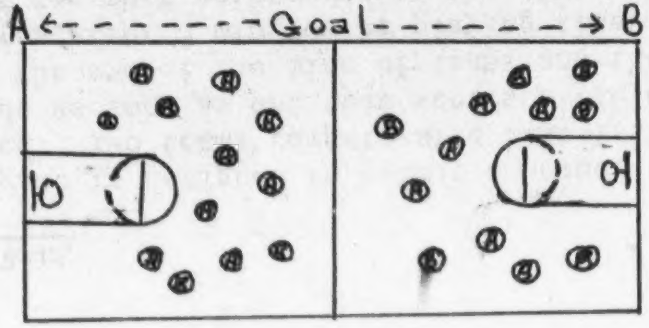
The game starts by one of the forwards from one team standing on center line and receiving ball from the teacher. The receiving forward passes to one of his own forwards. If the forwards on the same team can complete five passes in succession, the team is entitled to a free throw at the basketball goal. If made, it counts two points and if missed, the ball is in play. If the guards intercept the ball, or if the ball is dropped by a forward, all passes are voided. Guards should pass the ball across the line to their own forwards, if possible. After each score, the ball is put into play by a forward of opposing team from the center line. Violations are:

- Batting ball out of opponent's hands.
- Taking more than three steps with ball.
- Stepping out of bounds.
- Losing ball out of bounds.
- Touching or roughing an opponent.

Penalty for any violation: ball awarded to opponents out of bounds.

Teaching suggestions: (1) Rules may be modified to meet local needs. (2) The number of passes before a free throw is taken may be increased or decreased.

Objective: Physical - To develop skill in passing, shooting, catching and defense.



SUDDEN DEATH BASKETBALL

Description: This game is designed to permit a number of teams the opportunity to play during a class period. Two teams compete at a time following the elementary basketball rules. The game ends as soon as one team scores a field goal or a free throw. The losing team goes to the end of the line of teams and the next team plays the winners. If neither team scores after 3 minutes of playing time, two new teams take the floor. The team that scores the most points during the class period wins.

Objective: Intellectual - To develop strategy and learning to play under pressure.

ONE GOAL BASKETBALL

Description: This game is suitable when there are not enough players for regulation basketball or when space is limited. Only one basket is used and both teams shoot for it. Play is conducted on space equivalent to a half court. There are no out-of-bound rules. The score is credited to the team making the goal. With these exceptions, the rules of basketball apply.

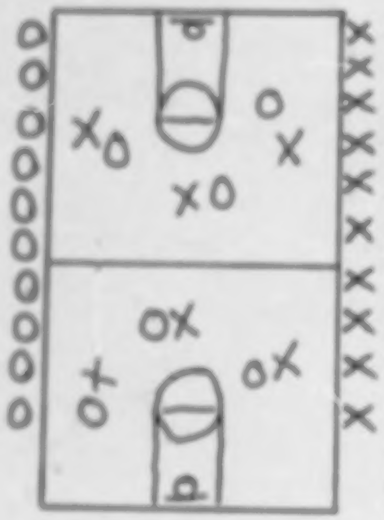
There are no free throws or jump balls. On a foul the ball goes over to the opposite team. On a foul in the act of shooting, the shooter may take the basket if he makes it or the ball if he misses. On jump balls, the players match fingers (odd or even), or the ball goes to the defensive team.

Variation 1. Draw a line across the floor at the free-throw line. When a throw for a goal is missed and a member of the opposing team gets the ball on the follow-up, he must pass it back to a member of his team who is behind the free-throw line. If the team which attempted the goal recovers the ball, the ball may be thrown for the basket again without being passes behind the line.

Variation 2. The game starts by one player standing on the free-throw line and throwing for the basket, as after a foul in basketball. If he makes the goal, one point is scored. He continues to throw until he fails; when he fails, all scramble for the ball and attempt to make a field goal, which counts two points. When the field goal is made, the player making it must be the next palyer to throw from the free-throw line. Twenty-one points is a game and two games out of three a match. The last point in the game must be made by a field goal.

Objective: Physical - To develop skill in shooting, passing and catching.

SIDE LINE BASKETBALL



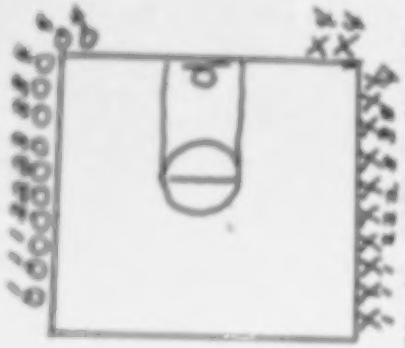
Description: This popular modification of basketball provides the chance to include more players and is very practical to use with crowded gymnasium classes. Only one-half of a basketball court is necessary although the game may be played on a full-size court. The players not actually comprising the two teams on the playing floor stand on their respective side lines, one team's being on one side of the court and the other team's on the opposite side. The ball may be passed to any of these side-line players at any time. They, in turn, may pass the ball back to a teammate in the playing court or, if they wish, may pass it to another side-line teammate. The players on the side lines may not step over the side line--the penalty is loss of the ball out of bounds to an opponent at the spot; nor may they interfere with an opponent. Conversely, a player on the court may not interfere with an opponent on the side lines. Otherwise the rules of basketball apply.

After a stated short time period--or, if preferred, after the scoring of a certain number of points--the two teams on the floor run to their respective side lines and two new teams composed of side-line players go onto the court. This keeps a large group of players alternating in regular and side-line play.

If only one basket and one-half of a basketball court are used, the court players must first pass the ball to a side-line teammate when they change from the defensive team to the offensive team.

Objective: Physical - To develop skill in passing and shooting and to develop defensive ability

SCRAMBLE BASKETBALL



Description: Players are divided into two teams and further divided into groups of two or three. Each small group is numbered. One team is along the side line on one side of the court and the other team is along the opposite side line. The leader calls a number and throws a ball against a basketball backboard. The two groups with the number come out from their respective side lines and scramble for the ball. Elementary basketball rules are followed except that the floor players may pass out to their teammates on the side line and in turn receive a pass from them. Each group plays for a minute or a minute and a half or until a basket (score) is made and then another two groups are called. Play continues until all have had one or two turns. The game works best with one basket and one-half of a court.

Objective: Physical - To develop skill in passing, shooting, catching and rebounding

GOAL HI

Description: A Goal Hi outfit consists of a basket mounted on a 10-foot standard that has no backboard. An area approximately 75 feet square is needed for play. The Goal Hi standard is set in the middle of three concentric circles of 4, 15, and 30 foot radius.

The game may be played by two teams with as few as one player each or as many as ten men on each team. Both teams use the same goal.

The game is started by giving the ball to one team out of bounds, that is, outside the 30-foot circle. The players maneuver the ball around by passing it from one to the other in an attempt to get a shot at the basket. Body contact rules of basketball apply as do other rules, except there is no dribbling although the game may be modified to permit it. Players cannot touch the Goal Hi standard. If the standard is touched by a player of the team not in possession of the ball, the referee may call a foul and give the opponents a free throw.

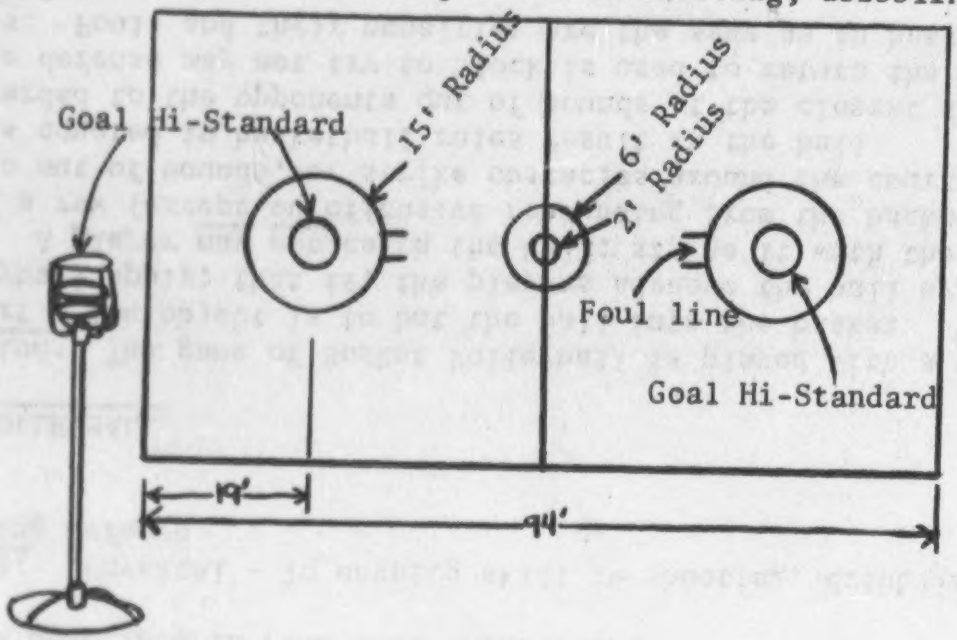
Objective: Physical - To develop skill in shooting and defensive maneuvers.

Free throws made count one point and may be taken from anywhere on the 15-foot circle. A field goal scored from the middle circle (between the 4-foot and 15-foot circles) counts two points, while one from the outer circle (between the 15-foot and 30-foot circles) is good for three points. Neither team may shoot from inside the small 4-foot circle. A game is played in two 10-minute periods with a 5-minute rest between them.

BASKET HI BALL

Description: The game is played on a regulation court or area of similar size. A Goal Hi basket is set up where the foul lines are located. Each Goal Hi basket is surrounded by a circle 15 feet in radius. This serves as a restraining line and all shots have to be taken from outside of this circle. By placing the basket in the middle of the present free throw line, the players may shoot at the basket from all angles or from a 360 degree arc. After each shot at the basket, whether made or missed, the defensive team takes the ball out of bounds behind the end line. The foul lines for this game are 15 feet from the basket in the direction of the center of the court. All other rules are as in basketball.

Objective: Physical - To develop skill in shooting, dribbling and rebounding



DUAL BASKETBALL

Description: This game follows all the rules of elementary basketball except that two balls are used. At the start and after each goal, both balls are thrown in from the end line by the team scored upon at the same time.

Objective: Physical - To develop skill in shooting, dribbling, passing, catching and playing defense.

FOUR GOAL BASKETBALL

Description: If there are four basketball goals in the gymnasium, assign two adjacent goals to one team and the other two to the other team. If there are six goals available, assign three to each team. The entire gymnasium is the court. Any number of players may be used on a team. One ball is used and the procedure is as in basketball, except that the players of each team may throw for any one of their team's goals.

This makes a particularly interesting game. If a player is attempting to play for one goal and finds himself guarded, he may turn suddenly and play for one of the other goals.

Objective: Physical - To develop skill in shooting, dribbling, passing, catching and playing defense.

CAGE BASKETBALL

Description: This is a fascinating game played on a basketball court with a 30-inch cageball. It follows the general plan of basketball. The object is to cause the ball to hit the backboards of the basketball goal. Each goal scored in this way counts two points. The game is started by the two centers standing in the center circle, holding up the ball at arm's length over the head. At the whistle, they attempt to bat or throw it. In case the players pile up on the ball, holding it to the floor, play is stopped and the ball is put in play in the same way as at center.

Variation. Use all the basketball backboards in the gymnasium, following the procedure described in Four Goal Basketball.

Objective: Physical - To develop skill in shooting, dribbling, passing, catching and playing defense.

BASKET VOLLEYBALL

Description: The game of Basket Volleyball is played with a volleyball on a basketball court. The object is to bat the ball into the basket. The ball-handling rules of volleyball apply; that is, the players advance the ball by volleying it to one another. A player may not catch the ball, strike it with the fist, hit it more than twice in a row (except on offensive rebounding from the backboard), or let it hit the floor, go out of bounds, or strike obstacles around the court. These violations and others as covered in basketball rules result in the ball being awarded to the opponents out of bounds at the closest spot. A volleyball serve which the defense may not try to block is used to return the ball to play from out of bounds. Fouls and their penalties are the same as in basketball.

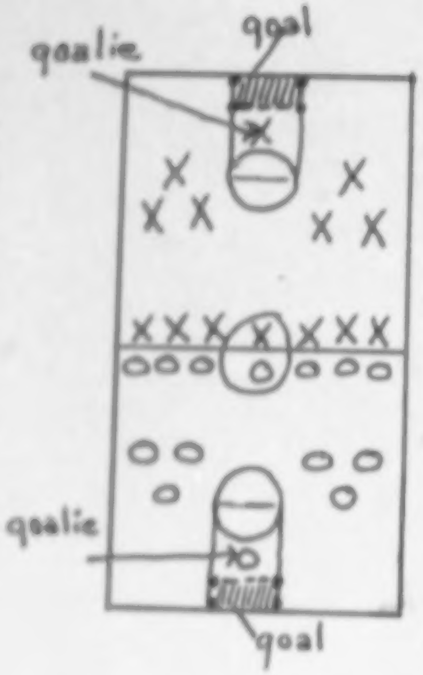
Objective: Physical - To develop hand-eye coordination and to develop skill in rebounding

KING BALL

Description: Designate a playing area about 30 feet square. Divide the players into four groups and line each group on one side of the square. The corner players are kings. A ball is given to one of the players and then is passed to someone on one of the other sides--the ball may not be thrown to anyone on the player's own side. A player fumbling the ball or making a throw that cannot be caught must recover the ball. While he is doing so the players on his team move one place to the right, and the player recovering the ball takes the vacant place at the extreme left. Each player seeks to secure and hold the king's position at the right of the line.

Objective: Physical - To devleop skill in throwing, passing and catching a ball.

RINK



Description: The game of Rink is played on a basketball court that has a line drawn across each foul lane 2 feet out from the end line. The small rectangle thus formed is the goal, and an Indian club is set up on each of the four corners of both goals.

Teams consist of eight to fifteen players. One from each team is the goalie who is the only player permitted in the foul lane. Instead of a ball, a rubber teniquoit* or rope ring is used. Play is started by a jump between the two centers at midcourt. Players must start the game lined up behind the center line anywhere in their own back court. After the jump they are free to move about the court, except in the lanes, as they pass the ring to get into position to score. A score is made whenever the ring is rolled or slid over the front and back lines of the rectangle goal. The ring must enter the goal from the front side and the thrower cannot enter the goal area even on a scoring attempt. The space behind the goals is playing area. After each score and each unsuccessful scoring attempt, play is resumed with the goalie passing the ring in from his goal area. Goals count one point.

The goalie may block a ring thrown at the goal with any part of his body. Other players, however, are subject to the regular rules of basketball. Violations include kicking the ring, walking or running with the ring, entering a goal area, or delaying the game. For a violation, the ring is awarded to the opponents with the goalie making a pass to put the ring back in play. Fouls are handled as in basketball, except that the goalie may try to block the free-throw attempt. A ring held jointly by two opposing players results in a jump as in basketball.

Objective: Physical - To develop skill in throwing, jumping for a ring.

*Deck Tennis rubber ring

GRADE SIX

Winter I - 4th and 5th Week

STUNTS, TUMBLING AND APPARATUS

ACTIVITIES:	TIME:	PLACE:
Backward Hop and Turn	10 Class periods	Gymnasium
Bridge		
Crane Twist		
Heel and Toe Spring		
Neck Throw		
Dead Man's Fall		
Cross Arm and Sit		
Heel Clap Twice		
Individual Splash		
Wiggle Walk		
Caterpillar Walk		
Dutch Jump		
Elbow Dip		
Mule Kick		
Forward Rolls and Progressions		
Backward Rolls and Progressions		
Head and Hand Balancing		
Hand Balancing Sequence		

ACTIVITIES	OBJECTIVES	EVALUATION
STUNTS, TUMBLING AND APPARATUS	**Intellectual:** To develop safety habits	**Skill Performance:**
Time: 10 Class periods	To be able to follow directions correctly	Test and observe children Check for proper form
Warm-ups: Neck Twister Sideward roll Forward roll Trunk twister	**Physical:** To develop muscle coordination and balance	
	To develop arm and leg strength	
	To develop flexibility and agility	
	To develop good posture habits	
	Social: To develop group cooperation	
	To accept responsibilities within the group	
	To be aware of safety habits	
	To have courteous conduct	
	Self-Realization: To become more confident of ones abilities	
	To be able to perform before others	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Mats - Balance Beam

Safety: Remove all articles from pockets
Wear goggles over glasses if necessary.-- or remove glasses.
Provide spotters
Keep mats close together
In roll progression students must be off mats before next student begins.
Do not attempt stunts without proper warm-up.

BACKWARD HOP AND TURN

Stand on one foot with back to the starting line and hop backward, doing an about face while in the air and land on one foot with back to starting line.

BRIDGE

Lie flat on back. Place hands behind head, flat on mat. Now arch back well upward, resting body on crown of head and feet. Fold arms behind back or on chest.

CRANE TWIST

Equipment: A wall, door, tree, or other firm standard

Preparation: Mark a line two feet in length from wall. Facing the wall, tow this line. Using the hands, lean forward, placing top of head against the wall. Now fold arms behind back.

Description: Using the head as a pivot, circle body without moving head from wall, and without crossing line. (Note: The feet turn with the body).

HEEL AND TOE SPRING

Description: Draw a line on the floor. Place the heels against this line, bend down and grasp the toes with fingers underneath the feet and pointing backward toward the heels. Lean forward slightly to get an impetus, and jump backward over the line. Try jumping forward in the same manner.

NECK THROW AND CATCH

Description: The pupil hunches his back forward, keeps his head up and places a bean bag or small bag on the back of his neck between his shoulders. By suddenly straightening the back and jerking the head, the bag or ball is projected upward at which time the pupil turns around and catches it on the descent.

DEAD MAN'S FALL

Description: Starting Position: Stand feet together, facing mat.
Procedure: From erect standing position, fall rigidly forward without moving feet, landing in extended position, on hands. (The flat of hands breaks the fall - bend elbows on landing also).

Variation: Spring stand--from the extended position, spring from hands to erect standing position.

CROSS ARM AND SIT

Description: Fold the arms across the chest. Cross feet and sit down cross-legged. Get up without unfolding the arms or having to move the feet about to regain the balance.

HEEL CLAP TWICE

Description: Jump into the air and clap the feet together twice and land with the feet apart (any distance).

INDIVIDUAL SQUASH

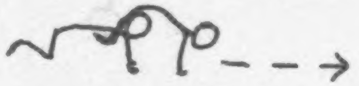
Description: Get down on hands and knees. Extend arms forward and legs backward simultaneously to finish in prone position.

WIGGLE WALK

Description: Stand with heels together and toes pointing out. Raise the right heel and turn it out. At the same time lift the left toe and turn it in thus standing pigeon toed. Resting on the opposite toe and heel, pivot again to a toeing out position. Continue this with rapid change moving to the right. Reverse the process to travel to the left.

CATERPILLAR WALK

Description: The first player places his hands and knees on the floor. The second player sits in a stride position on the shoulders of the first player and leans forward, placing his hands on the floor in front of the first player. In this position, they proceed forward, both moving their right hands and then their left hands. The second player should not touch the floor with his feet. This may be done with several couples in a line.



DUTCH JUMP

Description: Stand, feet slightly apart, prepared to spring in air. The arms are held back of body, slightly bent. Spring in air throwing legs straight forward and upward, knees stiff, and touch toes with finger tips. At the moment of the spring, the trunk is bent forward assisting the reach. Land on balls of feet.

ELBOW DIP

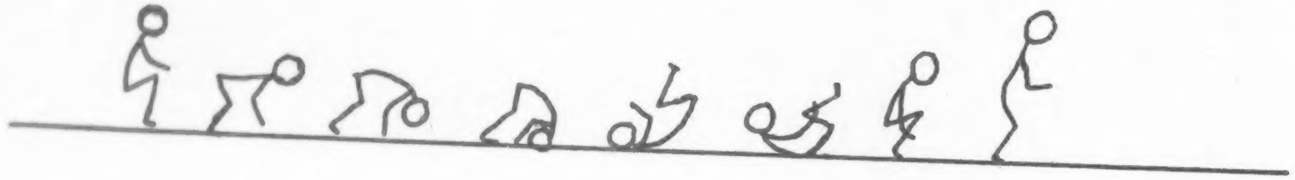
Description: The pupil places his hands on the floor inside of his knees and extends his legs backward, keeping his knees straight. He then removes his left hand from the floor, turning his body slightly so that its weight rests on the right hand with his right arm straight. The object of the stunt is to dip or flex the right elbow and pick up with the teeth a piece of paper which is held in the fingers of the right hand. After obtaining the paper the pupil should push up to a straight arm position.

MULE KICK

Description: Drop to the ground, squat position, palms of hands touching the ground between the knees. Immediately bear the weight on the hands and push the feet backward vigorously, extending the body fully. When the feet hit the ground, push with the hands until the body is erect. Do this rapidly several times in rhythm.

A. Forward Rolls

1. From Full Knee Bend



Take full knee bend position with knees together, hands placed forward on mat, shoulder width apart. Straighten legs, at the same time bending elbows, ducking head so that roll is made on back of head, neck and then to shoulders, after which grasp shins, keeping well tucked until up on feet.

Stress bending arms gradually as head is ducked so that a smooth roll will result. If possible do not come to stand by pushing off from mat with the hands. Show control by coming to a stand and holding it without stepping forward or backward.

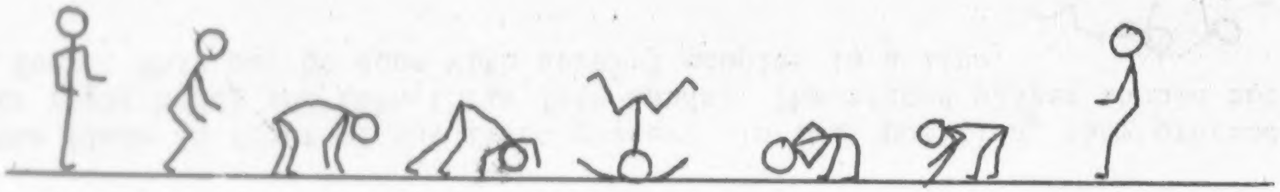
Next, take full knee bend position but instead of placing hands on mat, reach forward to mat as legs are extended and head is ducked doing a roll for distance.

(The method described above is given because in attempting a roll from a stand, a partial forward somersault, making little or no use of the hands, is made landing with a thud on shoulder or back. Another fault is diving on to the head caused by not ducking the head as the arms are bent. A few jars at the beginning may be enough for a new tumbler to make up his mind that he does not like tumbling. This is especially true of the non-athletic type who should derive the greatest value from it.)

2. From Stand

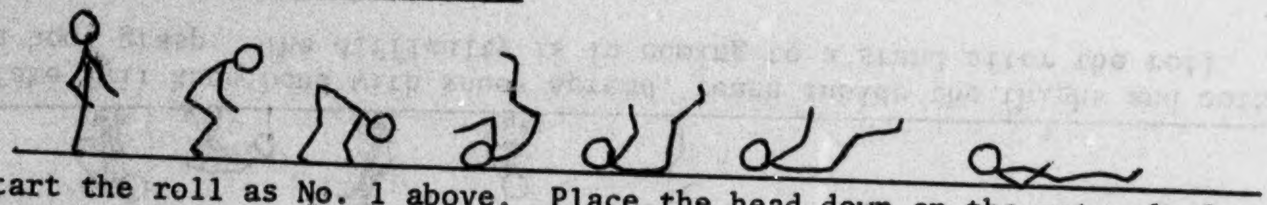
From this position, the beginner usually will make the mistake of getting a little of the forward somersault action which is caused by not using hands, by ducking head too soon or by not bending knees enough. The order should be in quick succession as follows - bend the knees, place hands on the mat keeping the head up, extend the legs and as the weight is thrown forward, bend arms gradually, ducking head just in time to allow it to pass through the arms; as the roll is continued on the back of the head, neck and shoulders, flex the thigh and knees and take a hook grasp on your ankles, pulling them up close to thighs, making your body in as near a ball as possible. Finish as described in No. 1 above.

3. Football (Shoulder) Roll



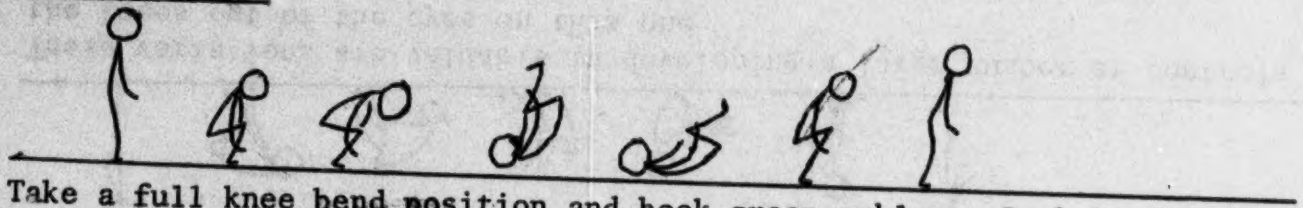
This exercise is a roll sideways. Take a one-eighth turn left on the mat, bend legs, placing hands on mat to the right, duck right shoulder rolling from it on to the back and up on feet and hands on the other side.

4. From Standing to Lying on Back



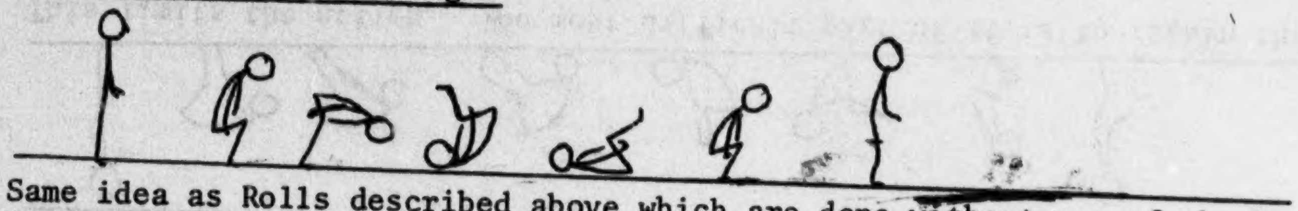
Start the roll as No. 1 above. Place the head down on the mat, slowly extending at the thighs and knees to position on back. Do not let the head bob up or the legs drop loosely.

5. Hands on Shins



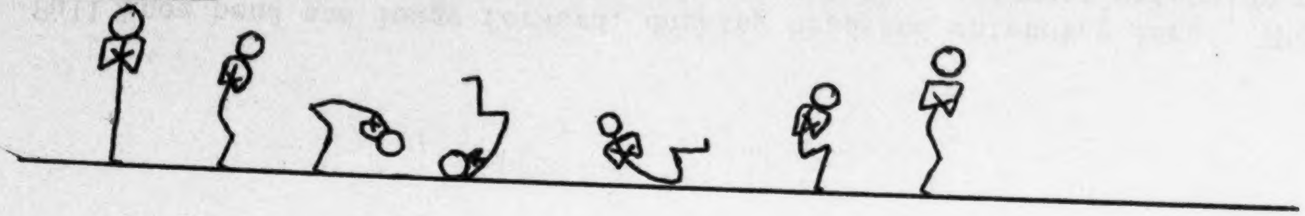
Take a full knee bend position and hook grasp ankles. Duck head and slightly extend legs retaining grasp on shins. Tuck legs in close when rolling on the back, releasing grasp on the ankles after coming up on the feet, straightening up to a stand.

6. Clasping Hands Under Thighs



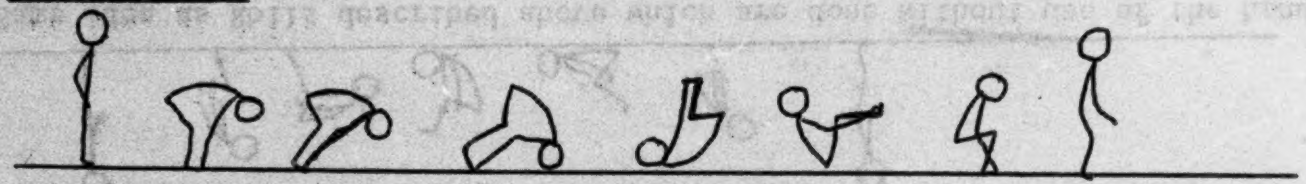
Same idea as Rolls described above which are done without use of the hands. Do not keep arms in the bend of knees, as this prevents tucking feet well under. Keep them back under buttocks.

7. Arms Folded



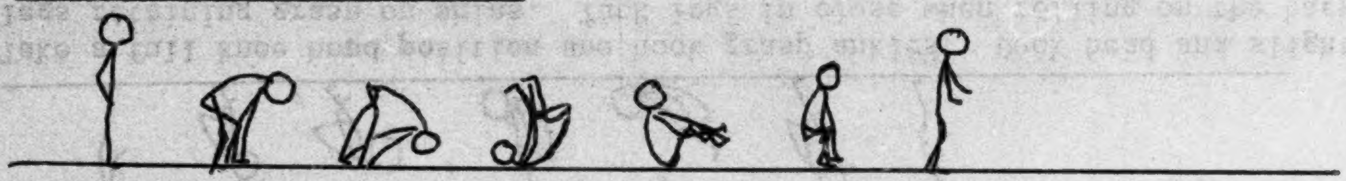
Full knee bend and lunge forward, ducking head and extending legs. The only difference in this roll from those above is that there must be a stronger extension of the legs and ducking the head sooner. Roll action is still desired, however.

8. Grasping Toes



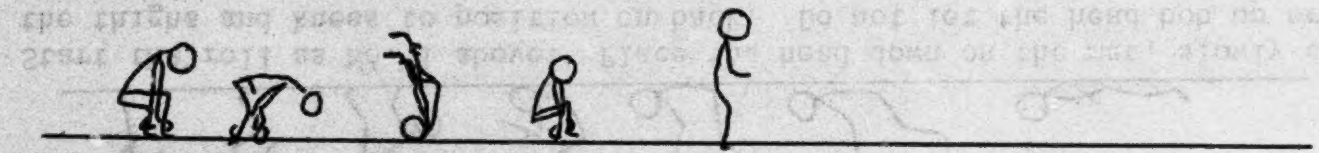
This limits the action. The most difficult part of it is to regain the feet after the roll without releasing the grasp on the toes.

9. Crossing Legs, Grasping Toes



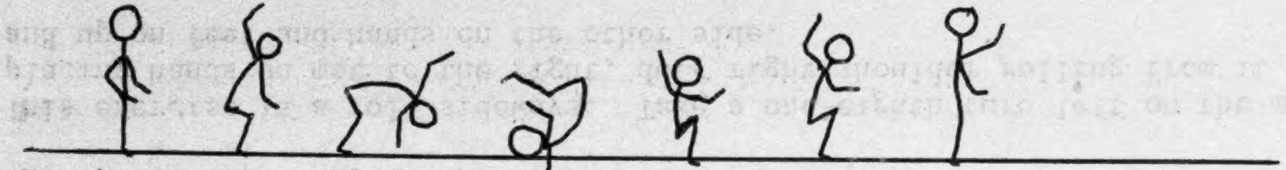
These variations are valuable in developing a large number of controls of the body. Keep the knees out of the eyes on this one.

10. Arms Between Legs, Hands Outside Ankles



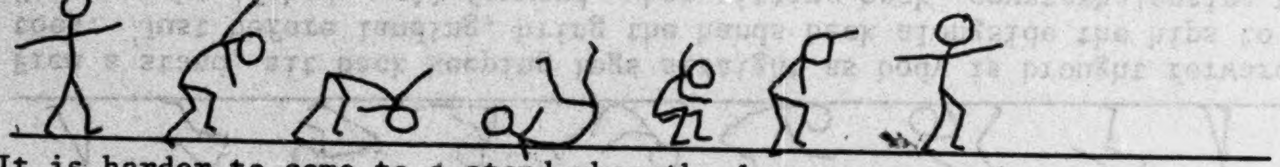
Take full knee bend with knees spread, reach inside the thighs and outside the ankles taking a hook grasp. The difficulty is in coming to a stand after the roll.

11. Arms at Side Horizontal



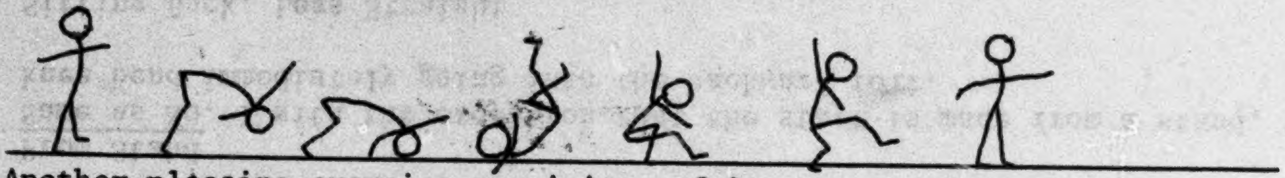
Keeping arms at side horizontal through the entire exercise. This exercise is pleasing--allowing greater freedom of action than some of those above.

12. Legs Spread, Arms Side Horizontal



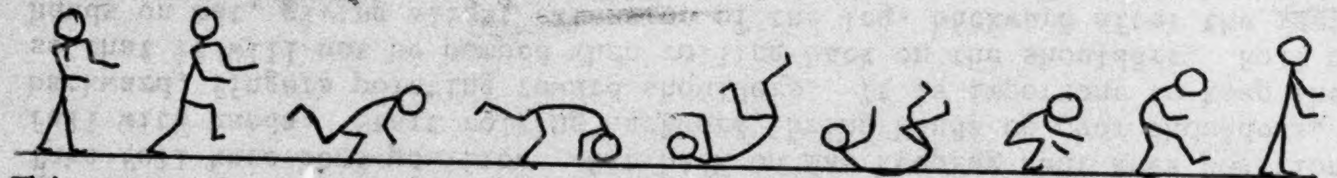
It is harder to come to a stand when the legs are spread.

13. Arms at Side Horizontal, Coming Up on One Foot



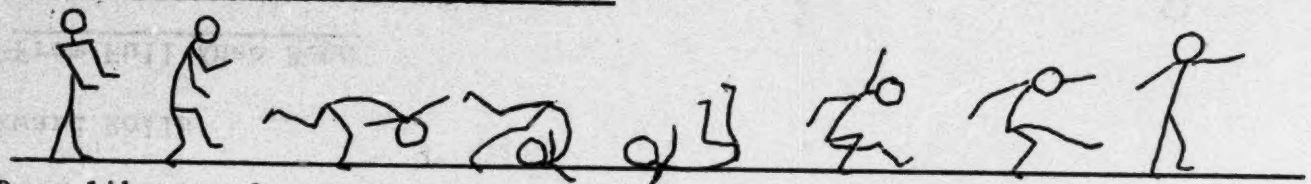
Another pleasing exercise requiring a fair amount of balance.

14. Using One Foot Only



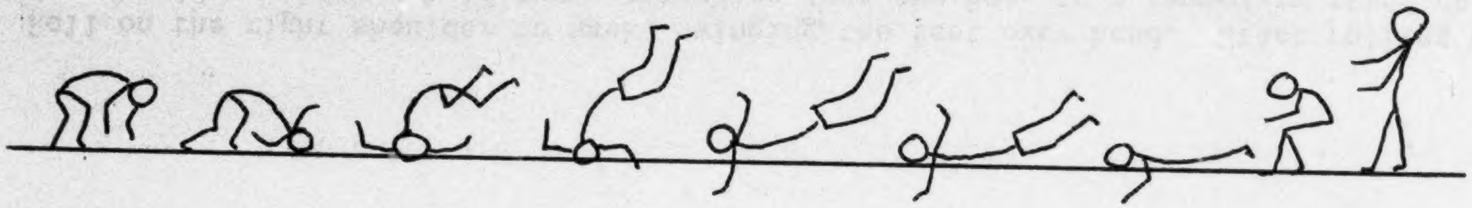
This type of exercise has a minimum of danger or discomfort in it with a fair amount of balance required. These simple, pleasing exercises will hold a pupil's interest.

15. Using One Foot Only, Without Hands



Boys like to play Stump the Leader with this sort of exercise.

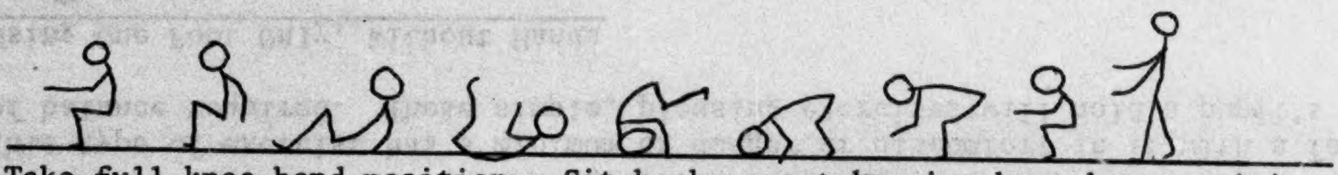
16. Shoulder Roll, One Half Twist, Chest Roll Down



Roll on the right shoulder to neck, swinging the feet over head. Start rolling on the far shoulder making a half turn, extending legs and body to a temporary stand on the shoulder and side of the head arching the back rolling down on the chest, stomach and knees coming to a stand.

B. Backward Rolls

1. From Full Knee Bend

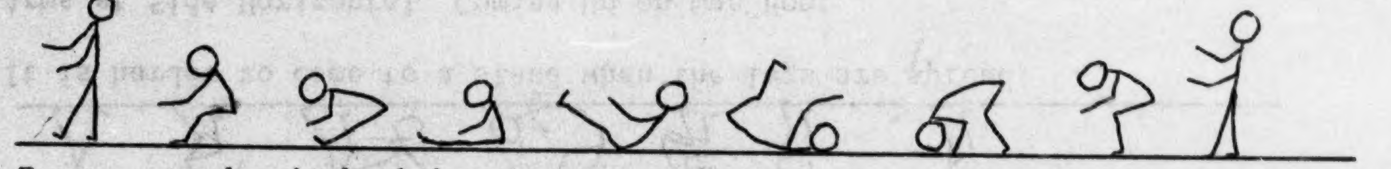


Take full knee bend position. Sit back on mat keeping bent knee position breaking the fall with hands. Start rolling backward, bring hands up over shoulders, palms facing backward, fingers pointing toward shoulders. It is important to keep the head forward so that it will not be bumped when rolling back on the shoulders. Roll back placing hands on mat, giving slight extension of the legs backward after the feet are well over the head, push hard with hands so as to take as much weight off the head as possible. As the head comes through, bring feet down well tucked under, coming to a stand.

2. From Stand

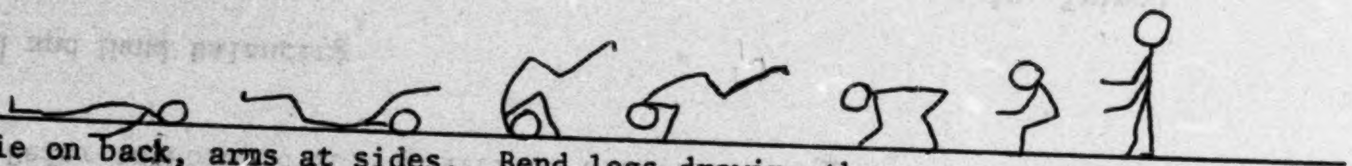
Same as No. 1 with the exception that the start is made from a stand, then do the full knee bend immediately going into the backward roll.

3. Sitting Back, Legs Straight



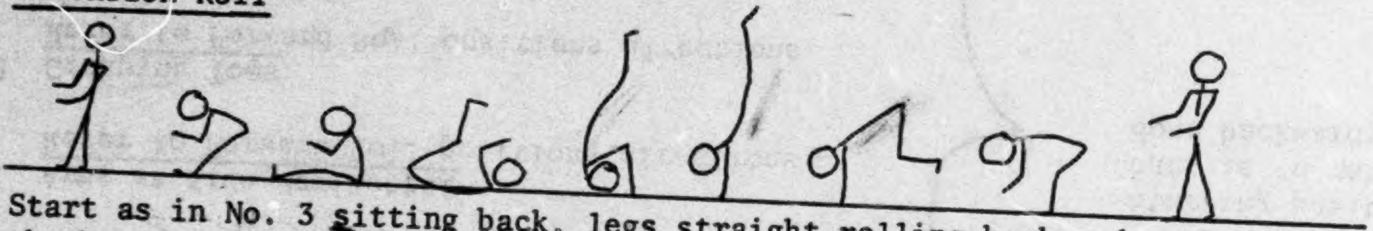
From a stand, sit back keeping legs straight as body is brought forward reaching toward toes. Just before landing, bring the hands back alongside the hips to break the fall. Keep weight of body well forward, when sitting back, counterbalancing the weight. The sitting should be accomplished with little or no jar. Finish the roll as Backward Roll, described above.

4. From Lying On Back



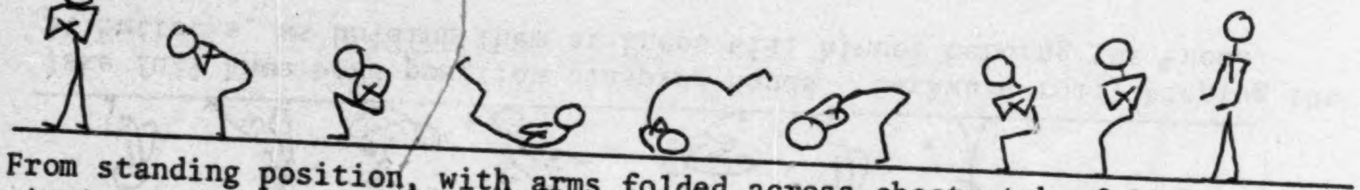
Lie on back, arms at sides. Bend legs drawing them up overhead, placing hands at shoulders, palms down, fingers pointing toward the shoulders. Quickly extend the legs backward, at the same time pressing hard with the hands, landing on feet, then come to a stand.

5. Extension Roll



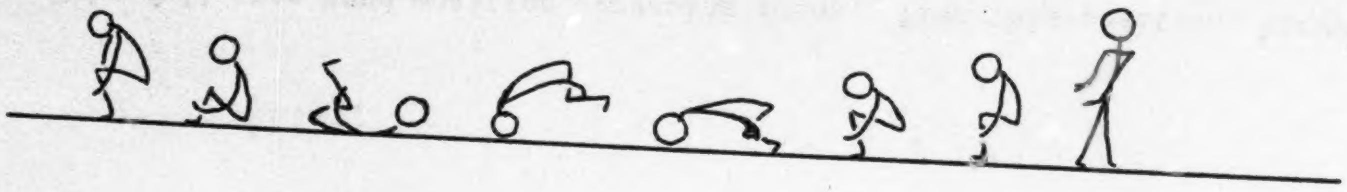
Start as in No. 3 sitting back, legs straight rolling backward. When the feet are over the head, and legs are fully extended vertically push hard with hands pressing up into a momentary hand balance position, snapping feet under by flexing thighs with as little bend at the knees as possible. This may be easier after the "hand stand" has been practiced.

6. Arms Folded



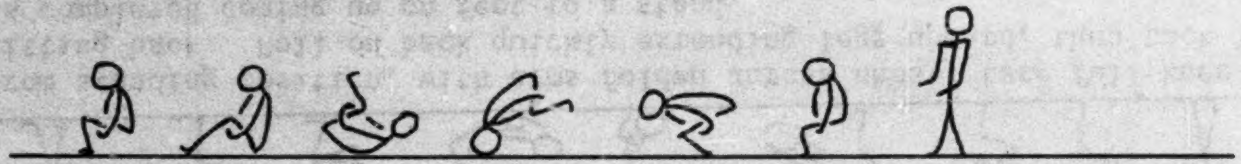
From standing position, with arms folded across chest, take full knee bend immediately sitting back. Roll on back quickly extending legs upward, then tuck legs under as roll is completed coming up on feet to a stand.

7. Hands on Shins



Take full knee bend position, grasping shins. From this position, backward roll, retaining the grasp, coming to feet in knee bend position.

8. Clasping Hands Under Thighs



Take full knee bend position clasping hands. Backward roll, keeping the forearms back at buttocks, as holding them at knees will hinder bending the knees.

9. Crossing Legs, Grasping Toes
Refer to Forward Roll positions directions.

10. Arms Between Legs, Hands Outside Ankles
Refer to Forward Roll positions directions.

11. Arms at Side Horizontal
Refer to Forward Roll positions directions.

12. Grasping Toes
Refer to Forward Roll positions directions.

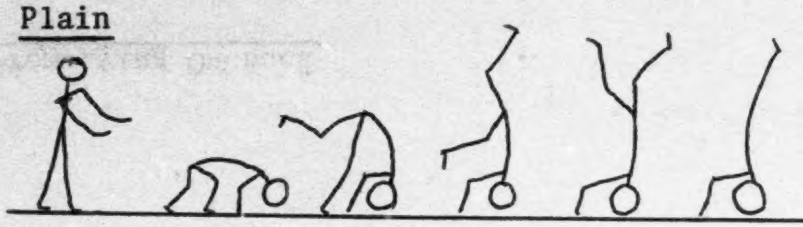
13. Arms at Side Horizontal, Coming Up on One Foot
Refer to Forward Roll positions directions.

14. Using One Foot Only
Refer to Forward Roll positions directions.

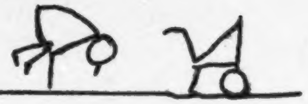
Starting positions - but back is to mat and roll is done backwards.

C. Head and Hand Balancing

1. Plain

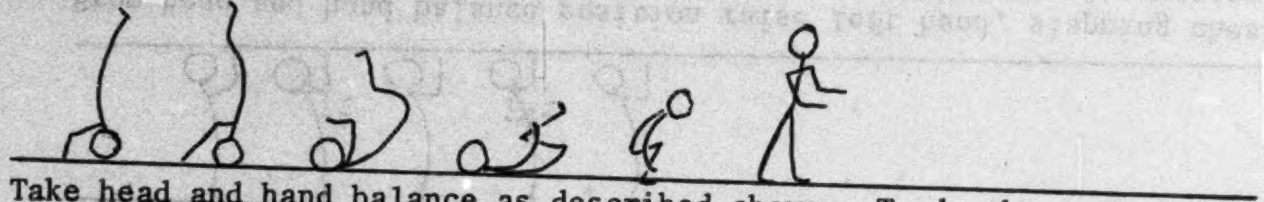


1a. Tripod



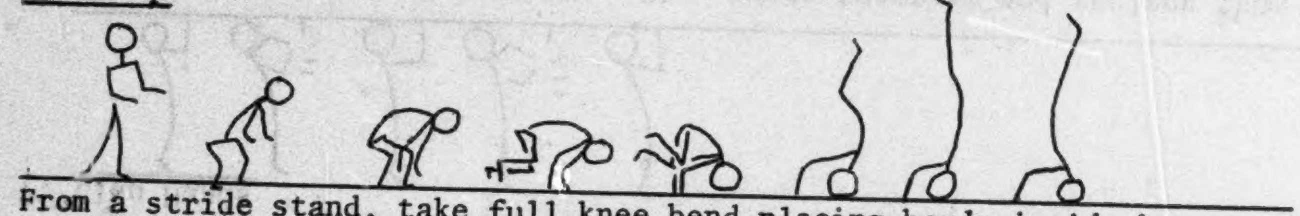
Place forehead or hair line on the mat with hands placed back of it a foot or more, with fingers pointing forward. The head and the hands should form a triangle. Kick one foot up, followed by the other, keeping as much weight on hands as possible. Arch the back, keeping legs together and toes pointed. It is also possible to start in the "Tripod" position with knees on elbows and then "press" legs upwards.

2. Roll Down



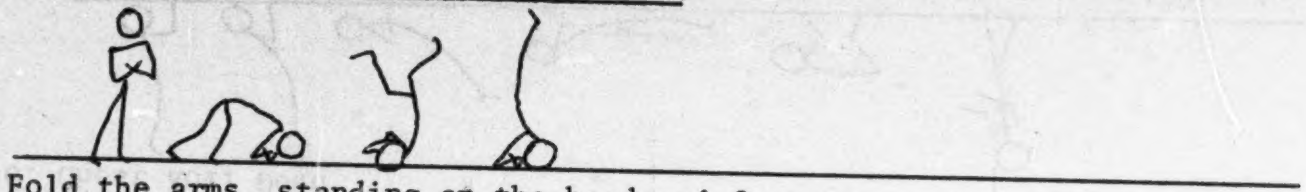
Take head and hand balance as described above. To do the roll down, flex knees and thighs, pushing with the hands so that the roll is on back of the neck. Bow back, catching shins and rolling to feet as in a forward roll.

3. Press Up



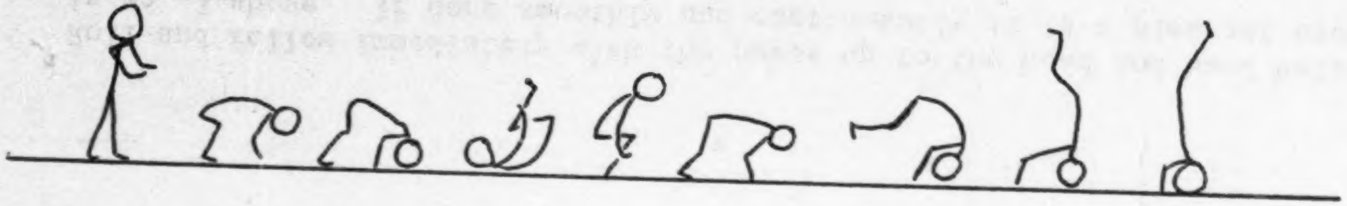
From a stride stand, take full knee bend placing hands inside knees resting them on elbows. Tip forward in this position raising both feet from mat, placing forehead on the mat extending legs over head taking head and hand balance position described in No. 1 above.

4. Head and Forearm Balance (arms folded)



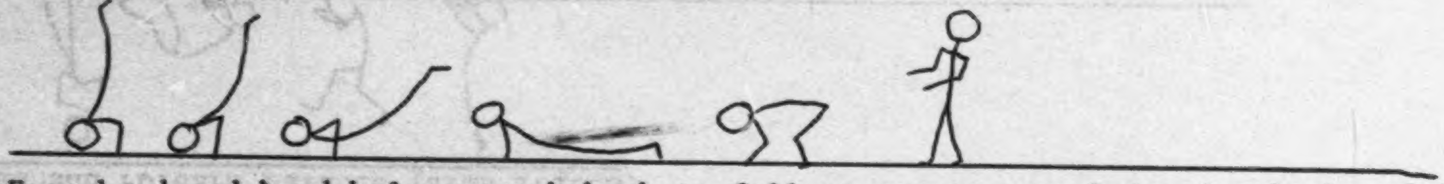
Fold the arms, standing on the head and forearms.

5. Roll Into It



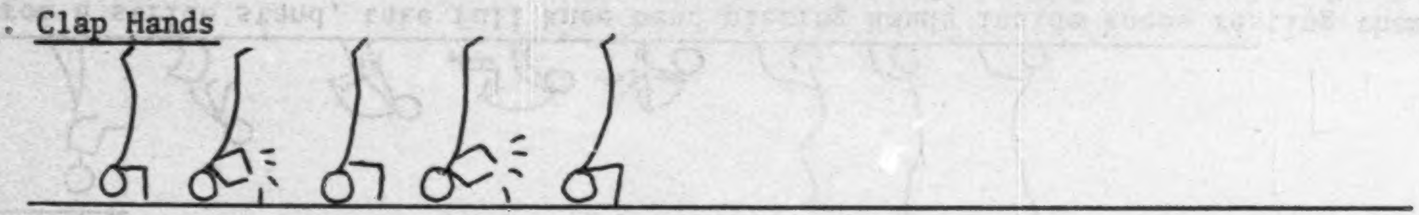
Roll and follow immediately with the press up to the head and hand balance as described in No. 3 above. If done smoothly and continuously it is a pleasant exercise to perform and pleasing to watch.

6. Chest Roll Down



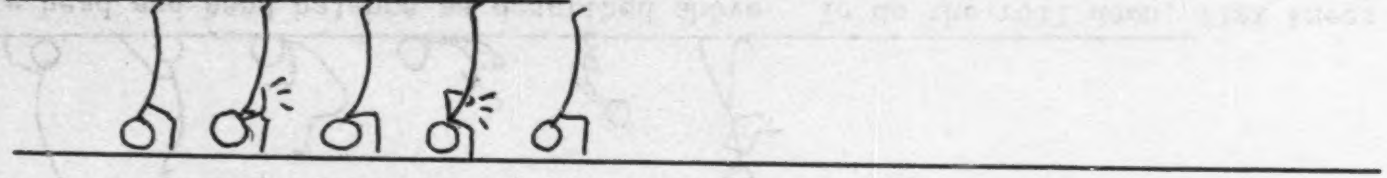
From head and hand balance arch back to fullest extent over balancing backward in the same direction as coming up. Roll down on face and chest, controlling the roll by the hands. Keep back arched rolling on stomach up to the knees. With a final push of the hands jerk feet under coming to a stand.

7. Clap Hands



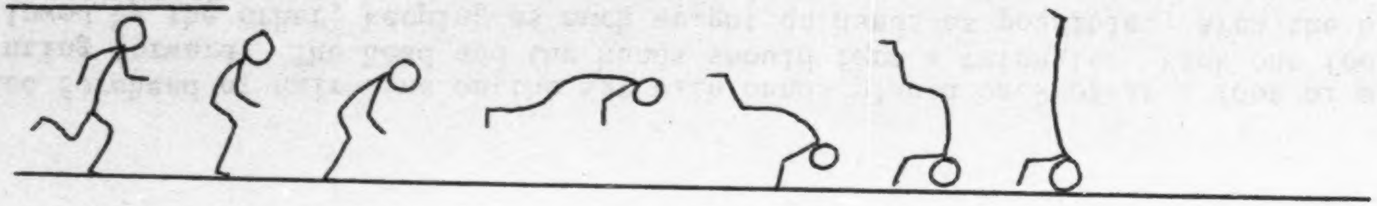
Take a head and hand balance. Clap hands together and replace them on the mat without losing the balance.

8. Slap Chest with Alternate Hands



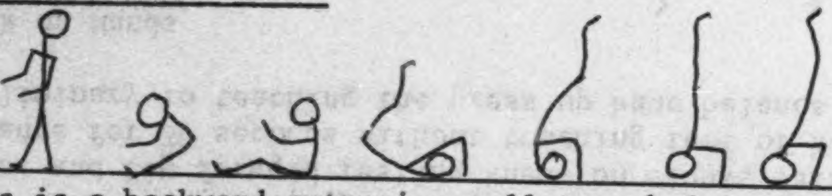
From head and hand balance position raise left hand, slapping chest. As left hand is replaced on mat, slap chest with right hand. Continue alternating left and right hands.

9. Dive Into It



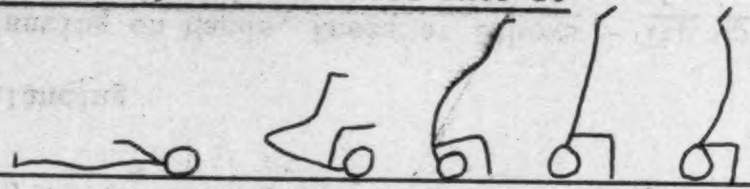
Take a running dive getting height as well as distance. Land on hands, breaking force of dive after which the head is placed well in advance of the hands keeping weight on hands as much as possible until the balance is established.

10. Backward Roll Into It



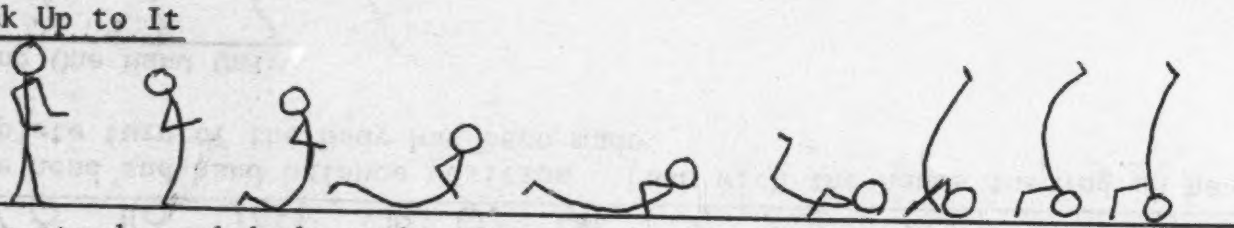
This is a backward extension roll to a balance on the head after which the hands are placed well back holding balance on head and hands. Place hands on mat after rolling up on head. If the hands are not so placed, they will not be far enough back to hold the balance.

11. Lie on Back, Backward Roll Into It



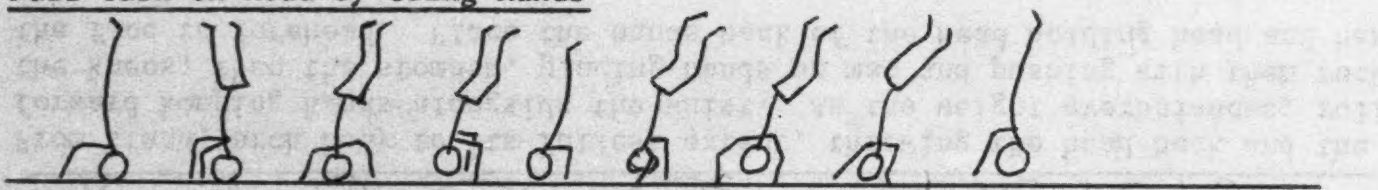
This is done in the same manner as the "Backward Roll Into It," with the exception that the momentum cannot be gotten which the backward roll gives. Lie on the back flexing thighs giving a hard kick upward and slightly backward until momentarily balanced on the head after which the hands are placed well back of the head holding head and hand balance.

12. Rock Up to It



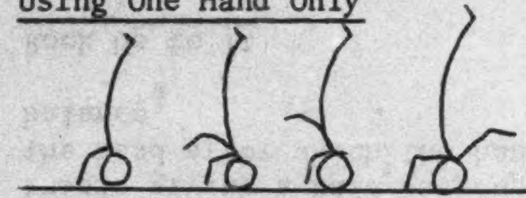
From stand, arch body to its fullest extent, throwing the head back and the stomach forward keeping hands alongside the waist. As the weight overbalances, roll down on the knees, then the stomach, placing hands on mat and pushing with them rocking up on the face to forehead. Place the hands back of the head holding head and hand balance.

13. Full Turn on Head by Using Hands



Take head and hand balance position. Push with the hands turning on head until a complete turn of the body has been made.

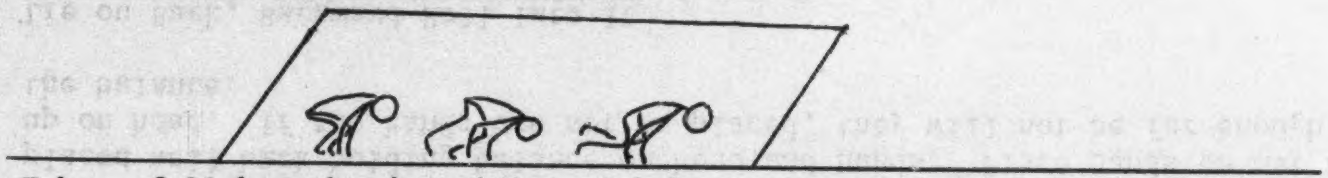
14. Using One Hand Only



From head and hand balance position, raise on hand after gradually taking the weight off of it, balancing on the head and one hand.

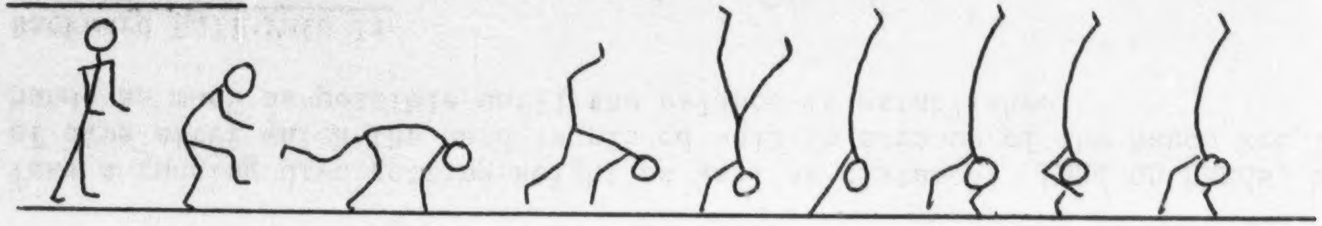
D. Hand Balancing

1. Balancing on Hands, Knees at Elbows - Tip up



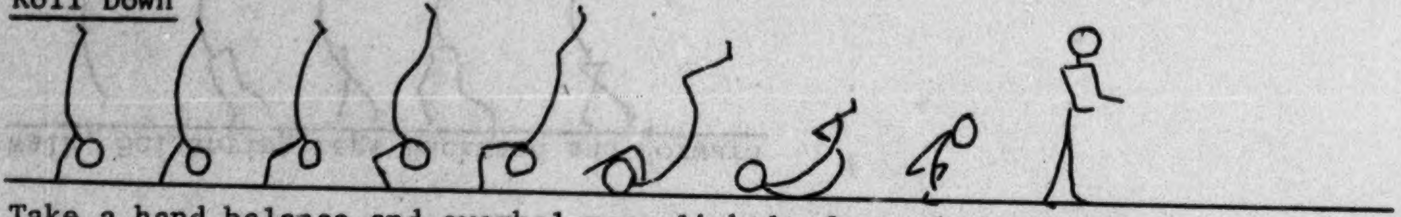
Take a full knee bend position with knees spread. Place hands on the mat inside the knees and tip forward resting knees on elbows raising the feet off the mat. Hold this balance for 30 seconds without touching feet or head to mat. This exercise is a good preliminary to teaching the press up hand balance.

2. Walk on Hands



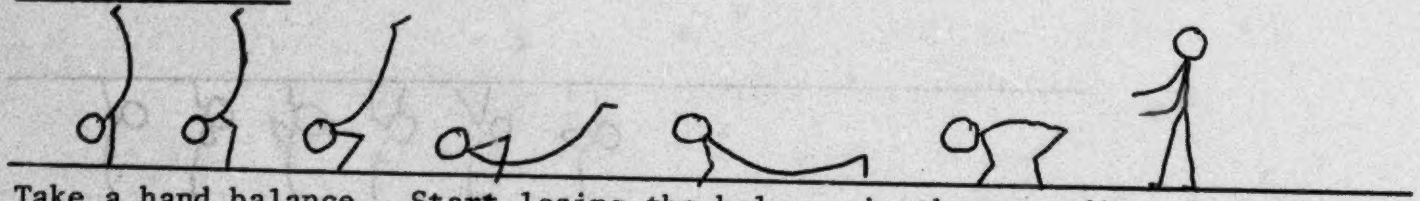
From stand, bend forward throwing hands down to mat at the same time pitching one foot overhead following with the other. Keep a slight arch in the back, toes pointed and together, arms straight, knees straight with head up, looking in the direction of the walk. Keep the feet slightly over-balanced forward, advancing hands alternately to keep from losing balance.

3. Roll Down



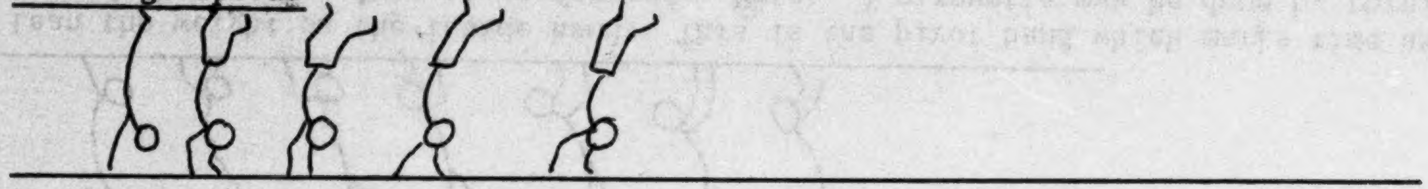
Take a hand balance and overbalance slightly forward, bend the arms ducking head letting down on the back of the neck, at the same time flexing knees and thighs. Roll down on the back grasping the shins coming to a stand. Be sure to overbalance forward slightly before doing this exercise, otherwise a jackknife will result bumping the knees in the face.

4. Chest Roll Down



Take a hand balance. Start losing the balance in the same direction as coming up bending the arms arching back to fullest extent sliding down on chest, rolling down on stomach. After rolling back where a rest position is made on knees and hands, jerk knees forward coming to a stand.

5. Walk Legs Spread

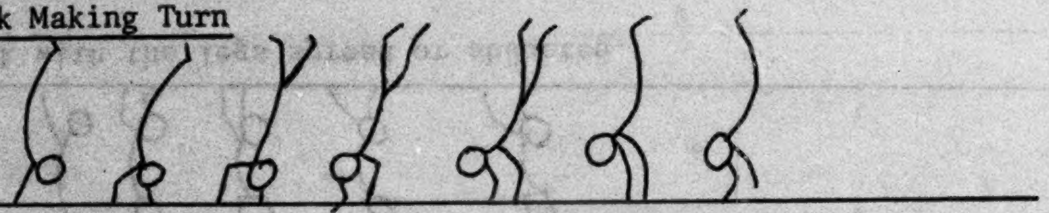


Walk with the legs spread or abducted.

6. Walk Backward

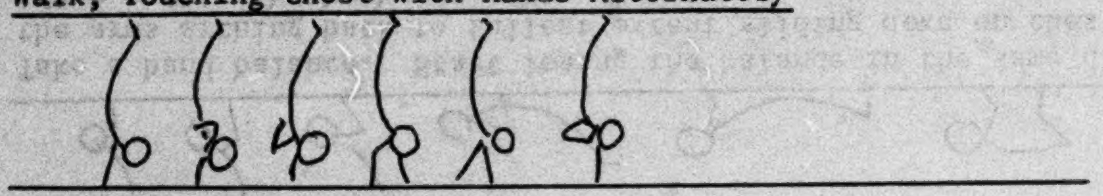
Controlling this walk is more difficult at first than the forward walk.

7. Walk Making Turn

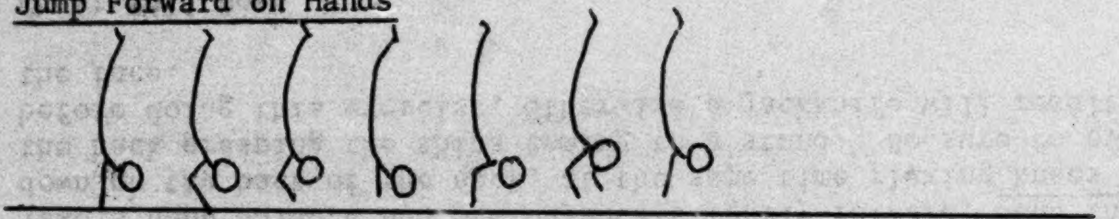


Lean the weight on the inside hand. This is the pivot hand which marks time as the outside hand makes long steps forward. Note: A pirouette may be done by turning on one spot.

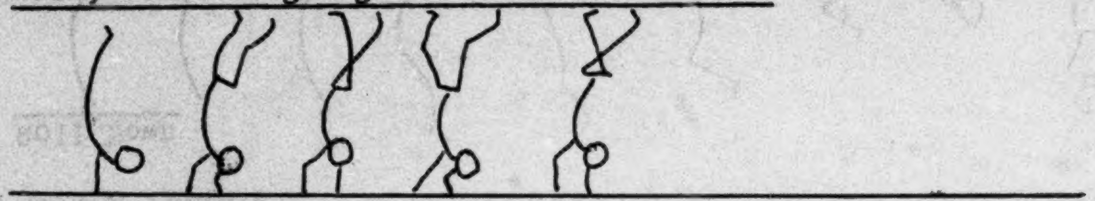
8. Walk, Touching Chest with Hands Alternately



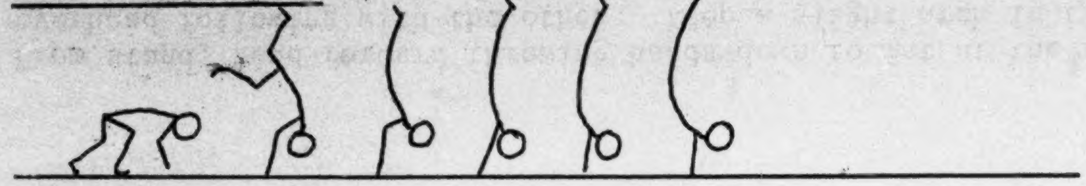
9. Jump Forward on Hands



10. Walk, Scissoring Legs Backward and Forward

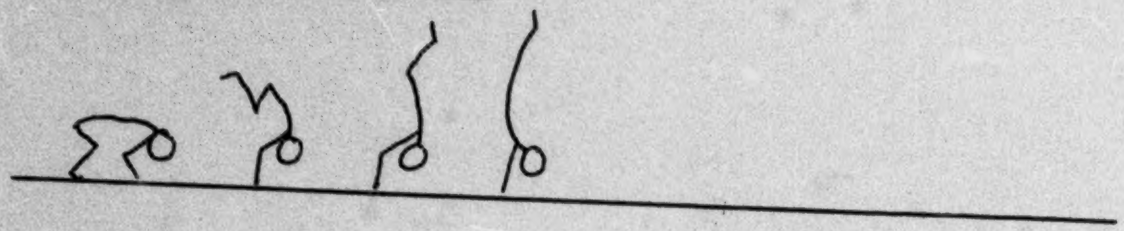


11. Hold Hand Balance

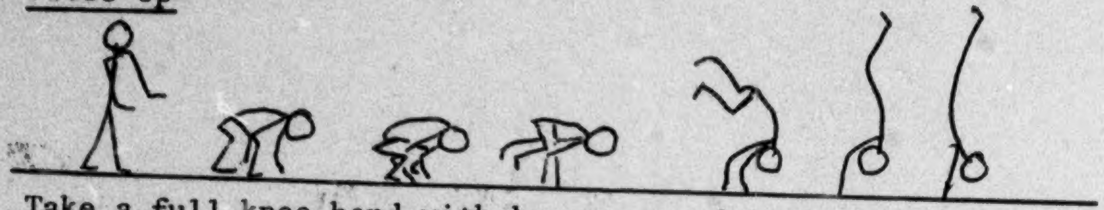


This is more difficult than walking as it requires a more delicate balance. Spread the fingers to give as wide a base as possible. Lean forward on hands, head well back. If there is a tendency to overbalance forward straighten the arms to the fullest extent. If there is a tendency to overbalance backward, bend the arms. By flexing and extending the arms in this manner, it is soon possible to maintain a good balance.

12. Kick Up with Feet Together

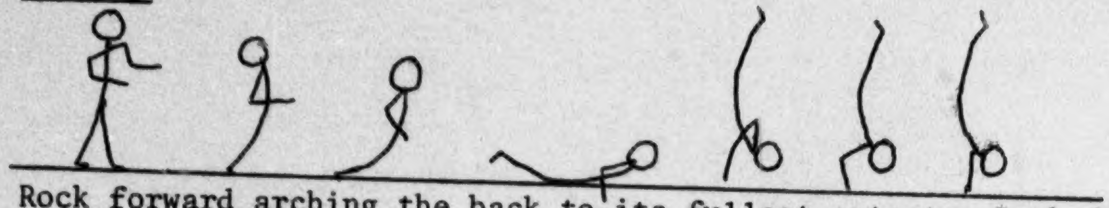


13. Press Up



Take a full knee bend with knees spread, elbows inside knees, hands on mat. Tip forward raising feet from mat. Tip farther forward until the weight is overbalanced, then raise the buttocks extending legs overhead. The common fault is the tendency to extend the legs before the body is in a vertical position.

14. Rock Up



Rock forward arching the back to its fullest extent. Rock from knees and stomach up on the face pressing hard with the hands clearing the head of the mat, pressing up to hand balance.

GRADE SIX

Winter I - 6th Week

RHYTHMICAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Folk Dancing -		
Korabushka (Schottische Step)	1 Class period	Gymnasium
Military Schottische	1 Class period	Gymnasium
Highland Schottische	2 Class periods	Gymnasium
Victory Polka	1 Class period	Gymnasium
Review		

ACTIVITIES	OBJECTIVES	EVALUATION
Folk Dancing - KORABUSHKA	Intellectual: To gain appreciation and knowledge of another country's native dance	
Time: 1 Class period	Physical: The basic walk and hop step (Schottische step)	
Warm-ups: Windmill Bobber Bouncing ball	Social: To promote healthy girl-boy relationships To cooperate as a "partner."	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph, record - Folkraft

Formation: Circle of couples. Partners facing, boys in inner circle, backs to center. Both hands joined, boy's left and girl's right foot free.

Description: Basic dance formations - Refer to Appendix

Measure Music A	
1-2	One Schottische step away from center circle. Boy starting with left foot walks forwards three steps ending with a hop on left foot while the girl, starting with right foot walks backward three steps ending with a hop on right foot.
3-4	One Schottische step toward center. Reverse direction. Boy, starting with left foot, moves forward, with three walking steps ending with a hop.
5-6	One Schottische step away from center. Repeat pattern of Measures 1-2, ending with a jump in place on both feet on last count.
	Break. Both (a) hop on left foot touching right toe across in front of left foot. (Counts 1 and) (b) Hop on left foot extending right toe out to side (2 and) (c) Jump in place, clicking heels (1 and), (d) Pause (2 and). Release hands.

KOROBUSHKA
(Peddler's Pack)
Russian-American Couple Dance

FORMATION - Circle of couples.

STARTING POSITION - Partners facing, boys in inner circle. backs to center. Both hands joined, boy's Left and girl's Right foot free.

MEASURES

Music B	
1-2	One Schottische step to right, moving away from partner. (Right, Left, Right, Hop on Right foot swinging Left foot across in front of Right).
3-4	One Schottische step to left, returning to partner. (Left, Right, Left, Hop on Left foot swinging Right foot across in front of Left).
5-6	Balance toward and away from partner. Join right hands with parnter and starting with Right foot, balance forward on Right foot and backward on Left foot.
7-8	Change places with partner with four steps, starting with Right foot.
1-8 (repeated)	Repeat pattern of Measures 1-8, returning to place.

ACTIVITIES	OBJECTIVES	EVALUATION
MILITARY SCHOTTISCHE	Physical: Pointing of foot and walking step and sideways movement	Skills Performance:
Time: 1 Class period	Social: Working together as a group	Performing of objective steps adequately. Review of simple schottische.
Warm-ups: The propellers Jumper Squat Bender		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph record - Folkraft or RCA

Formation: Circle or a line or any chosen position in the gym the student would like.

Description:

Measures

1. Point left toe in front of right foot (counts 1-2) Point left toe sideways to left (counts 3 and 4).

2. Step left foot behind right (count 1). Step right foot to right (count 2) Close left to right (count 3) Hold (count 4)

3-4. Beginning right, repeat action of measures 1-2.

5-6. Beginning left, 2 walking steps forward followed by one two-step.

7-8. Beginning right, repeat action of measures 5-6.

ACTIVITIES	OBJECTIVES	EVALUATION
HIGHLAND SCHOTTISCHE **Time:** 2 Class periods **Warm-ups:** Side bender Trunk twister Heel-toe	**Intellectual:** Gain appreciation of another country's folk dance **Physical:** To review hop step and Schottische step	Observe intricate steps of dance as done by students - do they know the necessary steps for this particular dance?

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph record - RCA

Formation: Single circle, partners facing each other with sides to center; Left arms are curved high overhead, Right hands are on hips.

Description:

Measures	
1.	All dance in place with a hop left, touching right toe lightly to the side, toe pointed (count 1); hop left, swinging right foot behind left ankle, right toe pointed (count 2); repeat (counts 3-4).
2.	All move sideward right with one Schottische step, that is, step sideward Right, right toe turned out to point in direction of step (count 1); Close left to right (count 2); step sideward right (count 3); hop right, swinging left foot behind right ankle, left toe pointed (count 4).
3-4.	Repeat movement described for measures 1-2, returning to original place in circle.
5-6.	Partners hook right arms, left arms curved overhead, and turn clockwise in place with 4 step hops as follows: step right (count 1); hop right, swinging left forward and upward (count 2); repeat 3 times, stepping alternately left, right, left changing arms and turning about to face opposite direction on Count 4 of Measure 6.

7-8.	Repeat movement described for Measures 5-6, turning counter-clockwise. Repeat movement described for Measures 5-6 (Measures 5-6 repeated). Repeat movement described for Measures 7-8, but instead of turning around on last count, move forward in original line of direction on last measure to the next person to dance a repetition of the dance with a new partner (Measure 7-8 repeated). Repeat dance until original partners meet again.

ACTIVITIES	OBJECTIVES	EVALUATION
VICTORY POLKA	**Physical:** Review basic polka step	
Time: 1 Class period	**Social:** To work effectively with a partner.	
Warm-ups: Coachman's swing Foot rocker Heel raising		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph, record - polka music or specific record of title

Formation: Double circle facing counterclockwise. Gents with ladies on right, inside hands joined.

Description:

Measures	
1-4	Walk forward eight steps -- eight counts.
5-8	Join right elbows with partner and circle clockwise - eight counts.

9-12	Walk forward eight steps.
13-16	Join left elbows with partner and circle counterclockwise, eight steps -- eight counts.
17-20	Join both hands with partner and slide clockwise eight sliding steps -- eight counts.
21-24	Drop hands and turn in place with eight small steps.
25-28	Join both hands with partner and slide clockwise eight sliding steps -- eight counts.
29-32	Drop hands; slap thighs twice; clap own hands twice; clap partner's hands once; salute, bringing heels together -- eight counts. (Repeat from beginning twice).

GRADE SIX

Winter I - 7th Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Pin Guard	1 Class period	Gymnasium
Run Up and Throw Back Relay	1/2 Class period	Gymnasium or playground
Catch and Pull Tug-of-War	1/2 Class period	Gymnasium or playground
Boundary Ball	1 Class period	Gymnasium
Progressive Dodgeball	1 Class period	Gymnasium or playground
Review or Choice	1 Class period	

ACTIVITIES	OBJECTIVES	EVALUATION
PIN GUARD Time: 1 Class period Warm-ups: Fifteen for fitness (See physical ed. consultant for record)	Intellectual: To develop alertness to the rules and game action Physical: To develop throwing and catching skills To develop skills in dodging To develop skills in guarding and defending the pin Social: To allow all players an equal opportunity to participate in the game	In observing the action are the objectives met?

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: One or two playground balls.
4-6 pins or Indian clubs

Safety: All thrown balls should be kept below the waist. Boys should not throw full speed or require them to throw with unnatural hand for a variation.

Description: Divide class into two equal teams. No player should step over the center line which divides the court in half. The object of the game is to either knock all of the opposing players out or all of the oppositions pins down. The ball or balls are put into play by the instructor. The players attempt to hit opposing players below the waist. When a player is hit he must go to the sidelines until his teammates make a catch. If a player on his team catches it the thrower is out and the first three in the catcher's "out line" may come back into the game and resume activity. Any ball that bounces off floor or wall and hits the player is a dead ball and the player is not out unless otherwise designated. The pin guards* are out if hit. They may catch the ball if desired.

Variation: The pin guards may be invulnerable until 2 pins remain

* Pin guards - that person chosen to guard a pin.

ACTIVITIES	OBJECTIVES	EVALUATION
RUN UP AND THROW BACK RELAY	**Physical:** To develop accurate ball throwing and catching	
Time: 1/2 Class period		
Warm-ups: Trunk twister Wing stretcher Burpee		

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: Playground ball for each squad.

Description: First player, with a ball, runs to a goal line in front of his team, turns and throws ball back to the next player on his team, and remains on the goal line. Next player catches ball, runs up the goal line, stands in front of the first player, and throws the ball back to the third player on his team. Continue until all are lined up behind the goal line.

Formation: File or squads - as many as are possible.

ACTIVITIES	OBJECTIVES	EVALUATION
CATCH AND PULL TUG-OF-WAR	**Intellectual:** To use strategy when attempting to pull opposing players across the line	Did any children "stand out" as strategy leaders?
Time: 1/2 Class period	**Physical:** To develop strength and equilibrium	
Warm-ups: Pull-ups Hanson shoulder exercise Hopping Toe Touch	**Social:** To have fun	

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Formation: In pairs of "equal" strength.

Safety: Make players aware that they should only attempt to grasp opposing players body (i.e.) arms or legs without stepping over the line.

Description: Draw a line across the floor. The two contestants stand one on each side of the line. On signal they reach over and attempt to grasp the other on any part of the body, and pull him over the line. The one who is pulled completely across the line first loses.

ACTIVITIES	OBJECTIVES	EVALUATION
BOUNDARY BALL	**Physical:** To develop throwing and catching skills	
Time: 1 Class period	**Social:** To motivate and control team competition	
Warm-ups: Sit-ups Toe touch Arm rotation Burpees Back-up-rise		

INSTRUCTIONAL APPROACH

Area: Gymnasium

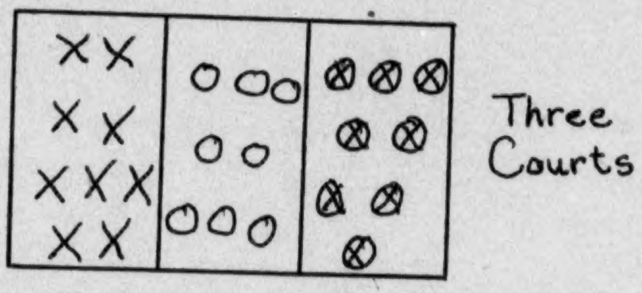
Equipment: Playground ball, Volleyball

Description: Establish two parallel lines 60 feet long and 60 feet apart. Establish a line halfway between these lines - this is the center line. Divide the group in two teams of equal numbers and place each in opposite ends of the field facing the center. The line in back of each team is that team's goal line. Give each team a soft ball (volley). At signal each attempts to throw the ball so it crosses the other teams goal line. To cross the goal line fairly it must cross on the bounce or rolling within the limits of the line. Balls going across on the fly do not count. Each team tries to prevent the ball thrown by the other from crossing its goal line. The players of each team may move about freely within their own ends of the field, but cannot enter the opponent's half. After the first throw the balls are thrown back and forth at will. The team which succeeds in throwing across the opponent's line first wins.

Variation: Each team may be given two balls instead of one ball.

ACTIVITIES	OBJECTIVES	EVALUATION
PROGRESSIVE DODGEBALL	Physical: To develop arm muscles	
	To develop ball handling skills	
Time: 1 Class period		
Warm-ups: Side leg raising Wing stretcher Burpees Sit-ups: Toe touches		

INSTRUCTIONAL APPROACH



Area: Gymnasium or playground

Equipment: Playground ball

Formation: 12-24 players, divided into three equal teams. Each team has a number or name and occupies a court. One player in the center court has the ball. An umpire scores the team points.

Description: The center court player throws the ball in an attempt to hit a player in either court. As soon as the ball strikes the ground or hits a player, the player nearest it or the player hit gets the ball and throws it at one of his opponents. Players may run up to the boundary line to throw but may not step over it. Players who do not have the ball may run to the far side of their court and dodge in any way they please to escape being hit. A point is scored against the team whose player is hit by the ball before it bounces. The team having the lowest score at the end of three designated time periods wins.

GRADE SIX

Winter I - 8th and 9th Week

ATHLETIC SKILLS AND GAMES

ACTIVITIES:	TIME:	PLACE:
Deck Tennis	2 Class periods	Gymnasium
European Handball	3 Class periods	Gymnasium or playground

ACTIVITIES	OBJECTIVES	EVALUATION
DECK TENNIS	**Intellectual:** To develop knowledge of the rules of the game	
Time: 2 Class periods	**Physical:** To develop catching and throwing skills	
Warm-ups: Arm circles Straight leg lifts Burpees Toe Touch Treadmill	**Social:** To develop teamwork and sportsmanship	

INSTRUCTIONAL APPROACH

Area: Gymnasium - Volleyball Court

Equipment: Robber ring - Volleyball net - Standards

Description: Deck Tennis is a game which cultivates the ability to throw and catch, to move quickly about the floor, and to judge where the ring will fall. It is a good preparation both for basketball and volleyball. The court is 25 by 50 feet square. A rope may be used instead of the net. Divide the group into two equal teams - teams of eight to fourteen players may be used to advantage. The object of the game is to throw the ring over the net and to catch it when it is thrown back. The ring is assigned to one team to begin the game. At the second half the other team begins the play. The game is started by one player throwing the ring over the net. Then the ring is caught and thrown back over the net. Any player is then eligible to catch it. It may not be relayed but must be thrown for the opposite court by the person who catches it. Play continues until a point is scored, and then recommences when the team which lost the point throws the ring over the net again. If a player touches the ring he is responsible for catching it and cannot claim that it was going out of bounds. One point is scored each time the ring drops to the floor in the opponents' courts and each time the opponents make one of the following fouls:

1. Hitting the net or rope with the ring.
2. Throwing the ring under the net or rope.
3. Relaying the ring or having two players touch it in succession.
4. Throwing the ring outside the opponents' court, provided it is not touched by a member of the opposing team.
5. A ring may be caught by one hand of two players, but must be returned by one player only, and a ring may be caught and returned by a player even though it may have touched another player, providing, of course, that the ring does not touch the surface of the court before the catch is effected.

The game is played in two 10-minute periods.

Variation: Score as in volleyball. Only the serving side scores and it continues to serve until it loses. The service throw in this case is from behind the rear line, and fifteen points constitute a game.

ACTIVITIES	OBJECTIVES	EVALUATION
EUROPEAN HANDBALL	Intellectual: To use strategy when playing	Were stated objectives attained?
Time: 3 Class periods	To learn rules and abide by them	
	To learn rotation	
Warm-ups: Jump and reach Burpee Toe touch Running in place	Physical skills: To develop in passing and catching	
	To develop throwing skills	
	To develop dribbling skills	
	To develop defensive skills and goalie skills	
	Social: To develop teamwork	
	To develop sportsmanship	

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: Soccer or Basketball

Safety: Players should be encouraged to throw ball below goalie's shoulders.

Description: Any number of players - Divide class into two teams.

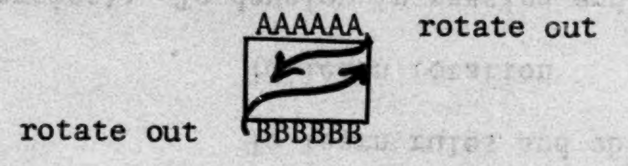
The game is played with part of the players standing on a side line forming part of the boundary line.

1. Line Players:

   a. Stand on line - must not allow ball to get past their line or the ball is out of bounds and must be put into play by a fielding person.
   b. Must receive the ball from the fielding team and pass it back to fielding player.
   c. Are not allowed to pass the ball among the line players.

2. Fielding Players:

   a. Four to six players from a team may come out to be the fielding team. Suggest that A players come from one end of their line, while B players rotate from the opposite end of their line.



   b. Upon completion players rotate to the opposite end of their line.

   c. Is easy to have first player out serve as goalie.

3. Putting the Ball in Play

   a. The ball is tossed between two players (a and b)
   b. Use basketball toss-up rules.
   c. Once the ball is tapped, the ball is passed or dribbled by the players toward the goal area. Use basic basketball rules on traveling - etc.
   d. The ball must be passed once to the side line before a goal may be attempted.
   e. If team A has the ball, loses it to team B and then regains the ball, they must again pass the ball to the side line team before attempting to score.
   f. If the side line players misses the ball, an opposite fielding team puts the ball back into play by a throw-in from behind the boundary line.

g. A team may throw the ball any number of times to their side line players before scoring.

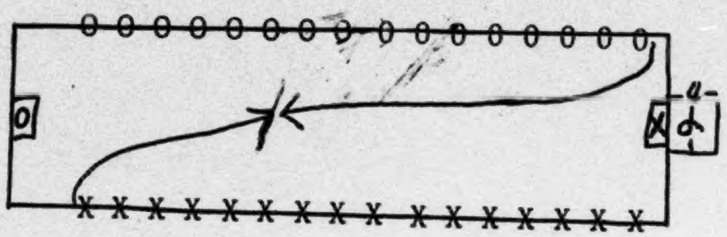
4. Goal Area:

a. The goal area should be designated on the floor and marked on the wall - 6 feet wide - 4'5" high opposite end of rotation of line.
b. Only the goal keeper may be in this area. If a player enters the ball becomes the goalie's ball. The goalie may prevent the ball from hitting the marked wall any way possible. Once the goalie has the ball she may throw the ball back to either her line teammates or her fielding teammates.

5. Scoring:

a. A score is recorded when the ball directly hits the marked goal area on the wall.
b. The ball may not hit the floor in the goal area and then the wall to score a point.
c. If the goalie touches the ball before it hits the wall goal area, the point does not count.
d. Two points are awarded every time the ball legally hits the wall goal area.
e. If the ball has not gone to a line player and returned to fielding player before the goal was hit, the point will not be awarded.
f. Only a fielding player can score.

6. Suggest players rotate on a time basis; such as; every 2 minutes, or 3 minutes.



GRADE SIX

Winter I - 10th Week

RHYTHMICAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Folk Dancing -		
Varsouvienne (Put Your Little Foot)	1 Class period	Gymnasium
Sicilian Circle	1 Class period	Gymnasium
Neapolitan Tarantella	2 Class periods	Gymnasium
Review	1 Class period	

ACTIVITIES	OBJECTIVES	EVALUATION
VARSOUVIENNE (Put Your Little Foot)	**Physical:** To develop the Mazurka step	
	Social: To work successfully with many partners	
Time: 1 Class period		
Warm-ups: Knee bends Sit-ups Push-ups		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph record - Folkraft #1165

Formation: Double circle of partners facing counterclockwise in varsouvienne position (girls to right and slightly in front of boys). Boy holds girl's left hand in his left hand at shoulder height; boy's right arm is extended across in back of girl's shoulders, and boy holds girl's raised right hand in his right hand.

Description: Step-step-close - Count 1, with a sort of sweeping motion draw the left foot across in front of the foot about ankle high. Count 2, put weight on left foot. Count 3, draw right foot to left foot. Crossovers - Partners exchange places with a sweep of the left foot and three walking steps, the boy moving behind the girl to her place while she moves in front of him to his place. (Hands remain joined as arms adjust to the new position). On count 4, the right toe is extended (as if offering the foot for shoeshine inspection). Repeat all the above action, using the right foot for the sweeping motion, and drawing the left up to the right, ending by crossing back to original places.
Do three complete repeats of above action. On 4th repeat the girl moves to boy in couple in back of her after crossing to her partner's place.

ACTIVITIES	OBJECTIVES	EVALUATION
SICILIAN CIRCLE	**Physical:** To develop progressive circle dance	
Time: 1 Class period		
Warm-ups: Burpee Wing stretcher Pull stretcher		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph,record - Folkraft #1242

Formation: Circle. Each couple faces another couple in a large circle.

Description: Holding inside hands (boy's right - girl's left) each couple walks four steps forward, toward the opposite couple, and then four steps back. They walk forward again, join hands and circle once to the left back to starting positions. Each couple now does a ladies chain* with the facing couple. They then do a right and left through: each couple releases hands and walks forward and through the other couple. Each boy passes right shoulders with the girl he is facing (diagram 13) He puts his right arm around his partner's waist and turns her, as in the ladies chain. The couples do a right and left through again, and turn so they are in their beginning positions. Holding inside hands again, they walk forward and back. Releasing hands, they walk forward and through the opposite couple, to face a new couple. Note: Each action should be done after the dancer hears the call on the record, so that it fits the music smoothly. Each of the different steps will take eight or sixteen counts of music. The entire dance is repeated three times

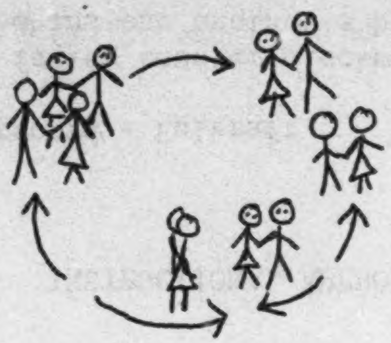
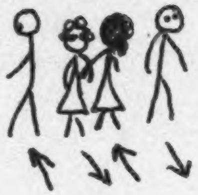


Diagram 13



* Ladies touch each other's right hand and change places giving left hand to other gentleman. He takes her left hand in his while placing his right hand on ladies waist, turns backwards in place while turning lady. Ladies then chain back to partner and are turned by partner as described previously.

ACTIVITIES	OBJECTIVES	EVALUATION
NEAPOLITAN TARANTELLA Time: 2 Class periods Warm-ups: Head raiser Leg extension Jumping jack	Physical: Present new dance steps such as the flirtation step and the pas de basque.	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph,record - Folkraft

Formation: Couples all facing counter clockwise, with the lady standing to the left of the man. Inside hands are behind one another's backs, with free hands holding.

Description:

1. All step-hop forward diagonally to the right on the right foot. At the same itme left foot is swung behind right foot. All step-hop-hop diagonally forward to the left on the left foot, swinging right foot back. All moving diagonally forward to the right take 3 steps and a hop, (right, left, right, hop on right) Repeat above in other direction; step-hop forward left, step-hop forward right, and left, right, left, hop on left.

2. Face partner. Do a "pas de basque" (Leap to right. Cross left heel over right instep with left toe bearing weight, knee well turned out at a right angle. Step in place on right foot. Leap to left. Cross right heel over left instep with right toe bearing weight and knee well turned out at a right angle, to the right and left, clapping tambourines over head. Turn to own right - right, left, right - 3/4 of the way so that you finish with right hip adjacent to partner, facing away from partner. Move sidewards to partner with a step-draw, then another step and bump hips together. Turn to own left with 3 steps left, right, left. Face partner again. Do a "pas de basque" to own left and right, and turn 3/4 to the left with 3 steps - left, right, left. Left hips are now adjacent to each other. Step-draw to partner, then step and bump left hips. Turn to own right.

3. Face partner. Clap own hands, and passing by the right shoulder, change places with partner by hopping on right foot (4 hops) Right hand is extended forward, left hand backward. When reaching partner's position, turn to face partner with 4 steps in place. Clap hands and return to original position with 4 step-hops on left foot as left hand is extended forward and right hand backward. Repeat all of part 3.

4. Flirtation figure - This figure is flexible. Man turns in place alone, snapping fingers, taking modified step hops, improvising with his body, hands and feet in Italian style. The lady at the same time moves sidewards, clockwise around the man, clapping her tambourine overhead, in back, to side, or just shaking it. Her step is a backwards buzz step, for she steps in back on the right foot and to the side on the left foot.

5. Take position as on Opening Formation and goose-kick forward alternating feet with each step.

6. Repeat flirtation figure.

7. Face partner. Clap own hands, run toward partner and place right arm around partner's waist. Turn partly with partner, but then remove arm and twirl solo, finishing in partner's place. Clap own hands and put left hand around partner's waist. Turn partially with partner, then detach yourself and twirl into original position. Repeat entire dance from beginning.

GRADE SIX

Winter II - 1st week

RHYTHMICAL ACTIVITIES

ACTIVITY	TIME	PLACE
Army and Navy Dance	1 class period	Gymnasium
Pass the Left Hand Lady Under	2 class periods	Gymnasium
Coming Round the Mountain	1 class period	Gymnasium
Down the Line	1 class period	Gymnasium

ACTIVITY	OBJECTIVES	EVALUATION
ARMY AND NAVY DANCE Time: 1 class period Warm-ups: Wing stretcher Pull stretcher Head raiser	Physical: To develop the skills of marching, hopping, skipping and the polka steps Social: To learn to work together in pairs	Observe action - are students able to perform dance well? Were children polite to each other?

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph and record - RCA, Folkraft

Formation: Double lines with partners opposite each other, all facing front

Description:

THE ARMY

1. Marching (16 counts) - Take 6 marching steps forward, face your partner and salute on counts 7 and 8. Turn and march 6 steps back to place, face your partner and salute.

2. The Square (16 counts) - March 3 steps forward, passing left shoulders, changing places. Turn left and again march 3 steps forward. After doing this twice more a square is completed.

3. Sliding (16 counts) - Put your hands on the hips, facing partner. Take 4 slides toward the front of the room, followed by 4 marking-time steps in place. Slide back again (8 counts). Repeat, omitting the last 4 marking-time steps (12 counts) and march up to the partner on the last 4 counts. Stand shoulder to shoulder, facing left.

4. Wheeling (16 counts) - Take 4 steps (half circle) into your partner's place. On counts 5 and 6, step away from your partner. On counts 7 and 8 step toward your partner (side step.) Take 4 steps (half circle) into your own place. Take 4 backward steps to the original position.

THE NAVY

1. Sail Hoisting (16 counts) - Right arm raised, pull down right, bending your knees, then straighten the knees and rise. This action takes 2 counts. Left arm raised high, pull down with the left arm, bending your knees. Repeat the above 3 times and on the last 2 counts do not bend the knees.

2. Looking Out to Sea (16 counts) - Shade your eyes with the right hand, take 4 hops on the right foot, extending the left leg backward. Change hands and repeat the hops left. Repeat the hops right and left.

3. (16 counts) - Repeat figure 1, Sail Hoisting

4. (16 counts) - Repeat figure 2, Looking Out to Sea

5. The "Hornpipe" (32 counts) - Fold arms high on the chest. Take 8 backward skips, starting with the left foot, then do 4 polka steps forward, starting with the left foot. Repeat 8 backward skips, starting with the left foot, then 3 polka steps forward, starting with the left foot. Face your partner and salute.

ACTIVITY	OBJECTIVES	EVALUATION
PASS THE LEFT HAND LADY UNDER	Intellectual: To learn and remember new terms and motions in Square Dancing	
Time: 2 class periods	Physical: To learn to promenade and to do the do-si-do	
Warm-ups: Coordinator Jumping Jack		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph and record - "Let's Square Dance," Album 3

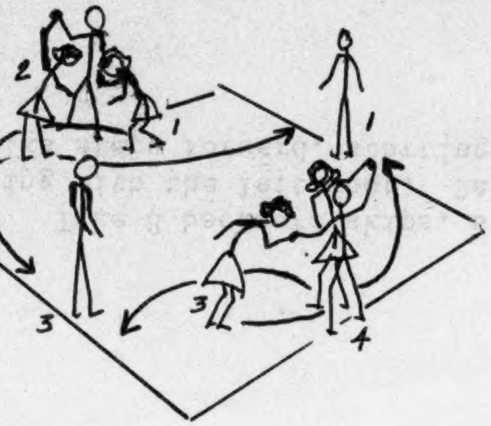
Formation: Set of 4 couples - a square

Description: - After the introduction the first couple walks to the second, joins hands with them and circles once to the left.

- First boy leaves his partner standing on the left of the second boy and goes on by himself to join hands and circle left with the third couple.
- He takes the third girl, places her on his right and goes with her to circle with the fourth couple.
- He leaves the third girl standing on the left of the fourth boy and returns to place by himself.
- The head two boys now stand alone and the side two boys have an extra girl on their left.
- The side lines of three take 4 steps forward toward each other and back to place. (Forward six and bow)
- The head two gents do-si-do each other.
- The side boys now cross the girls directly in front of them, passing the left hand girl under and the right hand girl over.
- Both girls walk directly to the head boys and take hands with them in lines of three.

This action is repeated three more times, ("Forward six and bow," "Lone gents do-si-do" and "Pass the left hand lady under") bringing the original partners back together.

- All four boys swing their own partners and promenade them around and back to place.
- The second couple then begins the action by circling with the third couple.



Note: The record must be played through again for the third and fourth couples to initiate the action.

ACTIVITY	OBJECTIVES	EVALUATION
COMING ROUND THE MOUNTAIN **Time:** 1 class period **Warm-ups:** Tortoise and Hare Windmill Bobber	**Intellectual:** To be able to follow directions and the beat of the music **Physical:** To learn how to do the ladies chain	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph and record - "Let's Square Dance," Album 3

Formation: A square of 4 couples, girl on boy's right

Description: After the introduction the head two couples do a ladies chain over and back while the side two couples swing.

- The side couples do a ladies chain while the head couples swing.
- All dancers do an allemande left with their corners and an allemande right with their partners, walking completely around partners and back to place holding right hands.
- Each boy then walks to the right in front of his partner and swings the next girl (first boy with second girl, etc.)
- Each boy then takes this girl for his new partner and promenades with her back to his home position.

The action is repeated by the head couples and then done twice more with the side couples beginning, until all four boys have their original partners back again.

ACTIVITY	OBJECTIVES	EVALUATION
DOWN THE LINE **Time**: 1 class period **Warm-ups**: Bouncing balls Propeller Jumper	**Intellectual**: To learn to follow directions and the beat of music **Physical**: To develop coordination and timing	

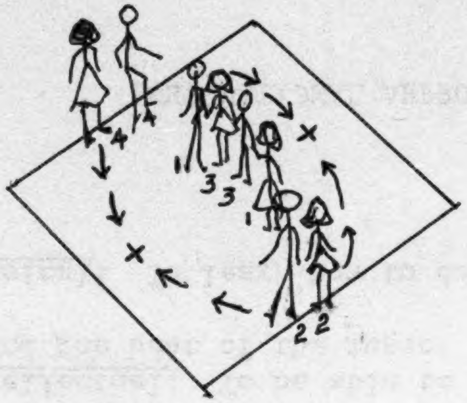
INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph and record - "Let's Square Dance," Album 3
Formation: A square of 4 couples
Description: After the introduction, the first couple bows and swings. They walk down the center of the set, pass between the opposite (third) couple, and separate. The girl to the right and the boy to the left, around one person.

- They take hands with the third couple, forming a line of four, facing their home position.
- This line walks forward, back and forward again to stand directly between the side couples.
- The two side couples then separate and walk down either side of the line, directly toward the opposite boy and girl. Boy to the left of the line, girl to the right.
- They swing their opposite, separate, and walk back to the other end of the line, where they meet their partners and swing.
- The side couples repeat the action, separating, walking down the line, swinging the opposite, returning to home position and swinging partners.
- The line of four now joins hands in a circle in the center and circles halfway to the left.
- The third couple raises joined hands in an arch; the first couple ducks under the arch to its home and the third couple also walks home.

Each couple does the complete action in turn. When the second and fourth couples are active, the side couples form the line of four and the head couples walk down the line and swing.



GRADE SIX

Winter II - 2nd & 3rd week

ATHLETIC SKILLS AND GAMES

ACTIVITY	TIME	PLACE
Volleyball	10 class periods	Gymnasium

ACTIVITY	OBJECTIVES	EVALUATION
VOLLEYBALL	Intellectual: To develop knowledge of rules and strategy	Subjective evaluation of skills used by children
Time: 10 class periods	Physical: To develop skill in hitting and controlling a ball	Wall volley test
Warm-ups: Chicken Fat Fifteen for Fitness (These are exercise records)	Social: To develop teamwork	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Volleyball net and standards
Volleyballs

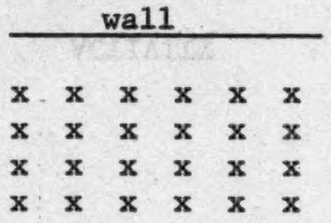
Description:
DRILLS

1. Players in a circle to practice volley
   a. Volley counting number of times it is kept up in a given period of time.
      Either 1. If ball is dropped, start counting at zero
      or 2. If ball is dropped, continue counting

   b. Volley until a pre-set number is reached, then be seated.
      (If a-2 above applies the pre-set number should be higher.)

   c. Practice volley for ball above or below waist

2. Wall volley - have students hit ball against the wall (each team will need a ball)

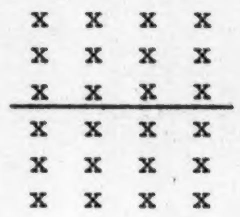


   a. Each person do a specific number and when team is done sit down

   b. Time each student

3. Net volley
   a. Have two teams see how long they can keep it going in a specific time
      Either 1. If ball is dropped, start counting at zero
      or 2. If ball is dropped, continue counting

   b. Try to place volley in specific area

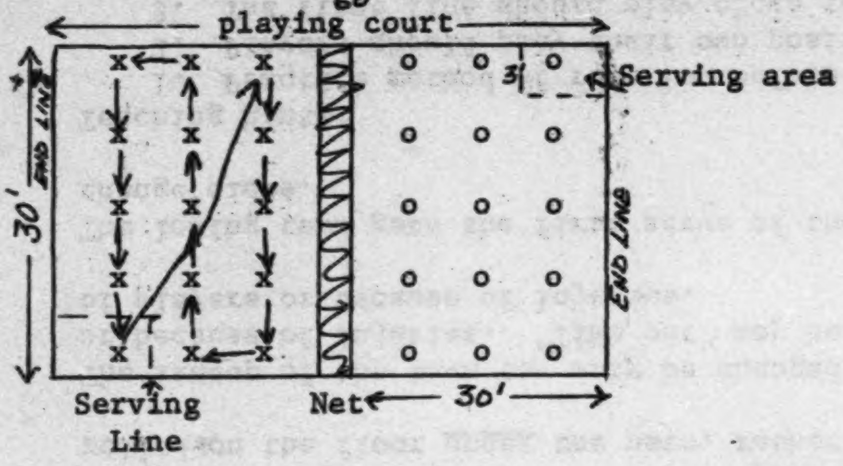


4. Serve
   a. Have one side as serving side. This side will serve the ball, the other side will return it and then re-serve. If the ball is not returned it is a point for the serving side. If it is returned, it is a point for the receiving side.

   b. Have team serve and one player retrieve ball, pass under the net, and the next person serve. Each successful serve counts one point. Time or pre-set points could be used.

VOLLEYBALL GAME

Two teams, each consisting of from 15 to 20 players arranged in three lines.



Arrows show
rotation
procedure

Practice skill techniques and drills before playing the game. A toss of the coin or guessing a number may be used to determine who shall get the choice of first serve or court to play on.

The server shall stand with both feet back of the serving line on the right side of the court and serve in order, using the underhand serve. Other players turn to face him to assist serve if necessary. Only one assist is allowed for each serve. On the first serve only, the server gets a second try if he fails to get the ball over the net, if it goes out of bounds, or if he steps over the service line.

When the ball touches the floor in the opponent's court, a point is scored for the serving team.

A ball touching a boundary line is considered good.

If the serve is placed within the boundaries of the opponent's court, the opposing players attempt to return the ball over the net into the court of the serving team. The players are not permitted to scoop or hold the ball. The ball must be clearly volleyed. The ball may be volleyed from one teammate to another until the ball is maneuvered into the most advantageous position for a return over the net. The ball is volleyed from one team to the other so long as it remains in the air.

A ball is good if it hits the net and goes over into the opponent's court except on the serve, when it must be served over. There is no limit to the number of times a ball can be volleyed before it is batted back across the net, as long as the players are not delaying the game. A player can only volley the ball twice in succession. Ball must cross the net at end of 30 seconds; otherwise, the players are delaying the game, and "side out" is called.

The same server continues to serve as long as his team scores points. Only the serving side scores. A point is scored each time an opponent fails to return the ball over the net and into the opposite court. If the serving team fails to score a point, service goes to the opponents. The team receiving the ball for service shall immediately rotate one position before serving the ball.

A ball volleyed into the net is good except on the serve, and may be played as it comes off the net. Players may not touch the net or step over the center line. This loses the ball if the serving side is at fault, and counts a point for the serving side in case the opponents are at fault. If both sides touch the net simultaneously, the ball is declared dead and is served over. It is permissible to run out of bounds and play a ball.

15 or 21 points win the game provided there is a 2 point lead. Scores can be 15-13; 16-14; 17-15; or 21-19; 22-20;23-21;etc. Otherwise play continues.

If the serving team fails to score a point, the ball is given to the opponents. The ball is then rolled on the floor under the nets, rather than thrown over net.

The lineup of the team can only be changed once during a game, except for substitutions of players or because of injuries. "Time out" may be allowed twice during a game, except for substitutions of players or because of injuries.

The losing team gets the first serve of the next game. At the end of each game the teams may change sides.

Teaching hints:

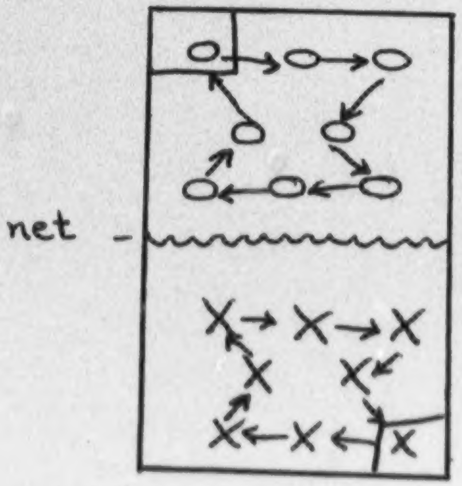
1. Practice method of rotation before actual play begins
2. Players should play their own positions
3. The first line should play close to the net (arms length)
4. Rotation should be done when the team regains possession of the ball
5. Players in the back court should try to volley the ball up to the players in the front row to volley over the net

6. The players should be encouraged to use both hands on the ball
7. The players should try to hit the ball to the openings in the opponent's court
8. Be alert to play ball off the net
9. Stress teamwork
10. Roll the ball under the net when "side out" is declared

11. Watch closely that the server, serves the ball out of his hand rather than tossing the ball in the air and then hitting it. The serve is easier to control when it is hit out of the hand.
12. Do not permit players to develop the habit of "holding" the ball; it should be volleyed.
13. Players should not strike the ball with their fist
14. The server should wait until all players have rotated before he serves the ball
15. It is to the advantage of the opposing team not to play on a served ball which goes out of bounds.

Officials: The referee is the main official. He or she shall decide when the ball is in play; when it is "dead;" when a point is made; when a "side out;" and shall enforce penalties for any violation of the rules. A whistle may be used to start and stop the playing. The linesmen shall station themselves at opposite ends of the court and on the side opposite the view, and whenever the ball strikes the ground near a line, the linesman nearest the point of contact shall call "good" or "out." The scorers shall be located so they can readily hear the referee call the score and then record it. If there is a discrepancy in the scoring, it shall be referred to the referee at once who shall give the final ruling.

Variation: Use smaller teams of 6 to 8 players.



Rotation shown by arrows

1. By squads - i.e. squads 1 and 3 play against each other for 5 minutes then squads 2 and 4 play for 5 minutes etc. Score could be continuous according to the side of the net.

2. A girls team could play a second girls team for 5 minutes then a boys team play a second boys team for 5 minutes.

GRADE SIX

Winter II - 4th week

MOVEMENT EXPLORATION

ACTIVITY	TIME	PLACE
Marching Elementary Commands Diagonal March Marching Patterns	5 class periods	Gymnasium, playground

ACTIVITY	OBJECTIVES	EVALUATION
MARCHING	Intellectual: To develop listening skills and alertness	
Time: 5 class periods	Physical: To develop coordination, balance, timing and agility	
Warm-ups: Push-ups Sit-ups Arm circles Neck twister Trunk twister	Social: To develop the ability to respond to commands and to work cooperatively	

INSTRUCTIONAL APPROACH

Area: Gymnasium, playground

Description:
VALUES OF MARCHING - Marching can be used for transferring pupils quietly and orderly from one place to another or from one formation to another. It can become an important factor in class organization and management. These skills could transfer to effective fire drills and emergency situations.

SETTING UP SQUADS - Visual perception should be shared by pupils and teacher
- Have pupil's backs to direct light
- Provide for easy movement to other activities
- Provide adequate room between squads for activities, i.e., tumbling, warm-ups, calesthenics

TEACHING SUGGESTIONS - Aim for accurate and quick response not military precision
- Stress good postural habits in walking, body should have an erect but easy bearing, arms hanging at the sides
- Avoid non-essentials as straight lines, equal distance between pupils, and sharp corners

ELEMENTARY COMMANDS

1. Atten...shun! - Position of attention with heels together, body erect, chest up, chin in, shoulders square, head erect, arms hanging naturally.
2. At...Ease! - Position of at east, place left foot sideward, clasp hands behind back.

3. Dress Right (Left)...Dress! Counter Command: Ready...Front! - Place left hand on hip, fingers pointing downward, turn head to the right. Pupils on extreme right do not turn head. Left dress is the same as right dress except turn head to left.

4. Right (Left)...Face! - Turn on right heel, push with left toe (1), close left foot to right (2). Left face is done with opposite foot directions.

MARCHING

Teacher must adjust the tempo to the age group. Marching in two's, three's and four's should be taught.

1. Forward marching is usually preceded by marking time in place:
   Mark Time...March! - always start with left foot
   Forward...March! - first step is always with the left foot
   Class...Halt! 1...2 - This can be taught in the elementary grades with a "4-count" sequence as follows:
   a. Give the first word of the command on the left foot "Class"
   b. Give the second word of the command on the right foot "Halt"
   c. Give the third word of the command on the left foot "One"
   d. Give the final word of the command on the right foot "Two" as it closes to the left.
2. Changing directions of marching column, the leader executes a left (or right) turn while marching and the class follows:
   Column Left (right)...March!
3. In order to change the marching direction of all the children simultaneously the instructor calls the following command:
   By the Right (Left) Flank...March! - All children simultaneously make ¼ turn either to the right of left and continue marching in this new direction.
4. In order to reverse the direction of march, the following command may be given:
   To the Rear...March! - The command "March" is given as the right foot strikes the ground. The student takes one more step with his left foot, pivots on both feet to his right (½ turn) so that he now faces to the rear. Next step is made with the left foot and in this manner, the marching cadence has been maintained.

Variations:
1. Change of march patterns
   a. Serpentine
   b. Maze
   c. Grand March - using all the various formations you wish

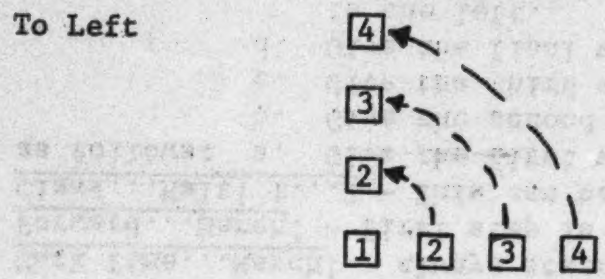
2. Marching forward and backward
   a. In a flank line or a file
   b. In a front line or a row
   c. In a column of couples in ranks of three's or in ranks of four's
3. Running - Class runs in time - tempo and distance may be intensified or increased. The various march patterns can be used.
   Forward... Run! - From a stand
   Running... Run! - To change while marching to run
   Counter command: Common Step...March!
4. Sliding or "Gallop Polka" done in a column of couples. Couples face to face, holding hands, slide (or gallop) all in the same direction.
   Change! All students turn away from each other so they are now back to back while still galloping. An attempt should be made to have the children holding hands in this position. This routine is a good lead-up for some of the folk dance steps to be presented later on.

WHEELING

After the standard marching routines have been learned, the students should find wheeling patterns a challenge to their newly acquired ability.

Students should be in columns of four, with a definite understanding that #1 and #4 of each column serve as "pivots" depending upon whether the wheel is to be made to the left or right.

Quarter Wheel Left(Right)...March!



In this situation #1 is the pivot who marks time while he turns. The others are wheeling into place during the count of four.

Half (8 counts), 3/4 (12), and whole wheels (16) can be introduced either to left or right.

OPENING AND CLOSING COLUMNS OF FOURS

1. Opening to the right: S S S S ——→
   1 2 3 4
   - Number 4 takes 6 closing steps right; count 1 - 12
   - Number 3 takes 4 closing steps right; 5 - 12
   - Number 2 takes 2 closing steps right; 9 - 12
   - Number 1 does not move sideways at all

   Open ranks to the right...March!

   Counter command: Close the ranks to the left...March!

2. Opening to the left - Reverse the procedure as done to the right. Number 4 will remain in place.

   Open ranks to the left...March!

   Counter command: Close the ranks to the right...March!

3. Opening from the center: ←—— X X X X ——→
   1 2 3 4

   - Numbers 1 and 4 take three closing steps. One moves to the left while 4 moves to the right. Counts 1 - 6
   - Numbers 2 and 3 take one closing step away from each other. Number 2 moves left while number 3 moves right. Counts 5-6. (Remain still on counts 1-4)

   Open ranks outward...March!

   Counter command: Close ranks...March!

4. Closing of the ranks - This is completed by reversing the procedure of opening ranks except that all begin on count "One" and finish on count 12 or 6.

DIAGONAL MARCH

Beginning Formation: On command Mark time....March! files march in place along outside of area. On command Forward....March! files march toward foot.

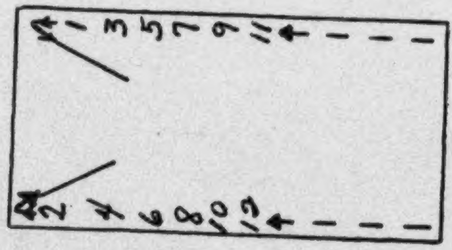


Fig. 1

Diagonal march to the head: March to corner of foot. Files are now on opposite sides of the hall. On command leader of first file turns sharp right, leader of second file turns sharp left and marches straight to the head. Files take turns passing through each other.

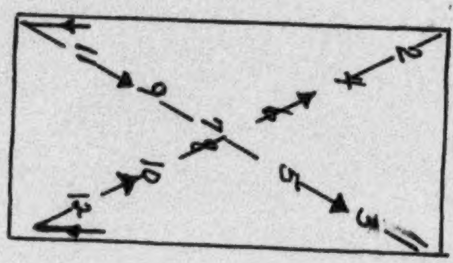


Fig. 2

Center march by two's: When leaders reach each corner of head they turn and come to center head and march down center together. Files follow in pairs.

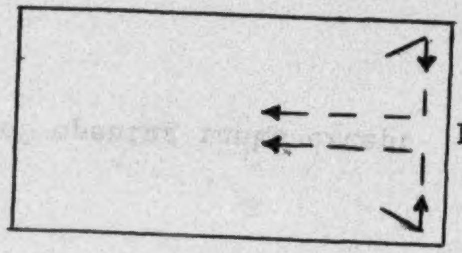


Fig. 3

Diagonal march: Pairs march to foot, separate and march to corner foot. They turn sharp right and repeat diagonal pattern. To finish files can march to center head as in figure 3 and march down hall in pairs.

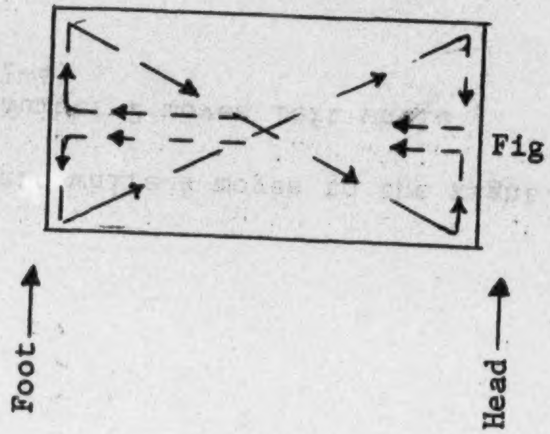
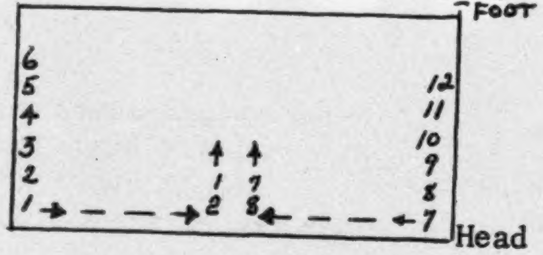


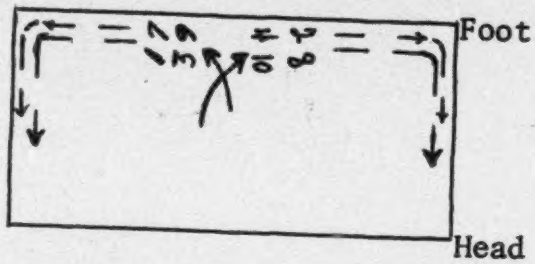
Fig. 4

MARCHING PATTERNS

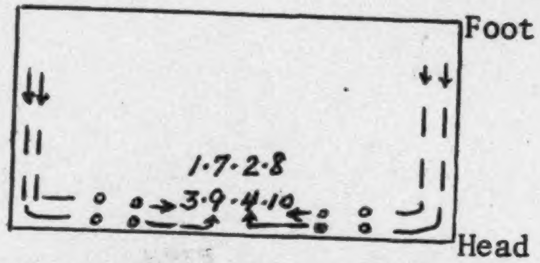
Beginning formation: Two single files. On command Forward.... March! files march to center head, leaders meet and turn to march up the center by two's.



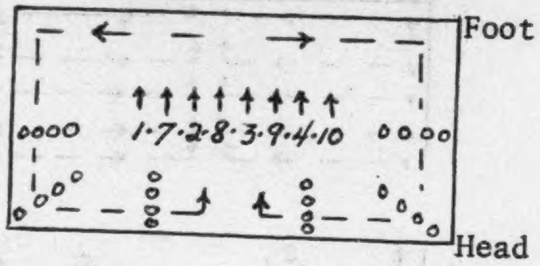
As couples reach foot, they alternate. One pair turns right and the other turns left.



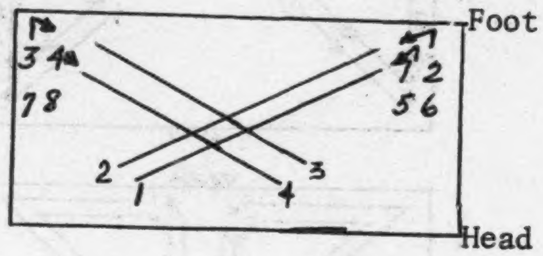
Couples march to head, meet at center head and form columns of four. As they reach the foot they again alternate, one group turns right and the other turns left. Note: This involves wheeling. The person on the far inside of each group of four will pivot and each succeeding outside person will have further to march in the turn.



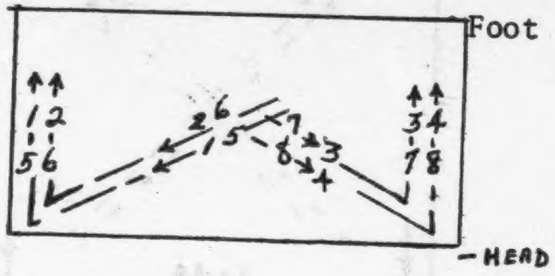
Follow the same procedure to the head. As groups of four meet they turn to form a column of eight and march to the foot. Columns may terminate figure with groups of eight or wheel and return to the head to form a column of 16.



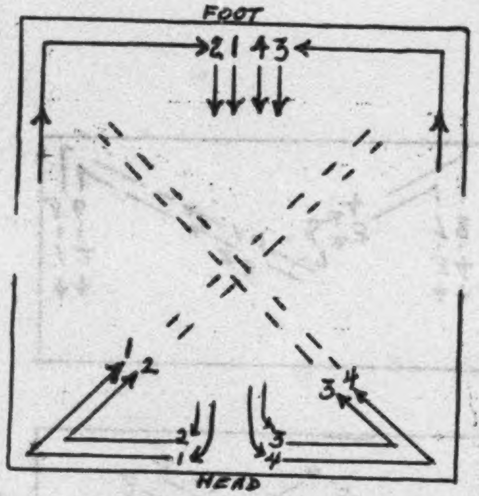
Diagonal to the head: March to the corners of the foot. On command files one and two turn sharp left by two's, files three and four turn sharp right by two's, and march diagonally to opposite corner, crossing at the center, files one and two preceding files three and four.



Straight to the foot: March to the corners of the head. On command, leaders of files one and two turn sharp right by two's, leaders of files three and four turn sharp left and march straight to the foot. (This figure follows "Diagonal to the Head.")

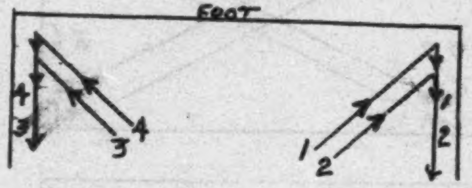


Down the center by four's: March to center foot. As couples meet they turn and march down the center by four's.

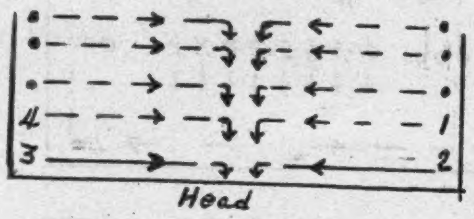


Diagonal to foot: March to head, column of four divide by pairs, turn and march to corner of head. Files one and two turn sharp right. Files three and four turn sharp left and march diagonally to opposite corner alternately crossing at the center.

Single file march along outside to head: Finish diagonal march to corner foot. Files one and two merge and turn right and march single file along outside to head. Files three and four merge and march single file along left side to head.



March to center forming couples: Single outside files turn to face each other and march to center forming couples. All couples turn to face head and march to head completing the figure.



GRADE SIX

Winter II - 5th & 6th week

STUNTS AND TUMBLING

ACTIVITY	TIME	PLACE
Stunts and Tumbling -	10 Class periods	Gymnasium
Stunts		
Cartwheels		
Back Bends		
Leap Frog		
Double Rolls	10 Class periods	Gymnasium
Diving		
~~Forearm~~ Balance		
Round-offs		
Couples in Tumbling		
Balance Beam		

ACTIVITY	OBJECTIVES	EVALUATION
STUNTS AND TUMBLING	Intellectual: To develop safety habits	Skill Performance:
Time: 10 class periods	To be able to follow directions correctly	Test and observe children
Warm-ups: Sideward roll Forward roll Backward roll Cartwheel	Physical: To develop muscle coordination and balance	"Check list" for satisfactory completion of stunt
	To develop arm and leg strength	
	To develop flexibility and agility	
	To develop good posture habits	
	Social: To develop group cooperation	
	To accept responsibilities within the group	
	To be aware of safety habits	
	To have courteous conduct	
	Self-Realization: To become more confident of one's abilities	
	To be able to perform before others	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Mats
Wands

Safety: Do not attempt stunts without proper warm-up
Provide spotters at all times
Be sure mats are pulled together
Glasses guards must be worn or glasses removed
Remove articles from pockets
In roll progression students must be off mats before next student begins

Description

Balance Bend - Stand with your heels against a wall. Bend from the waist, keeping the heels on the floor and pick up a small object such as a piece of chalk or a penny that is placed about 2" from the toe of the right foot.

Top - Stand with both feet firmly planted on the ground and together. Spring upward and make a complete turn in the air, landing with feet together and in good balance at the finish. Use the arms to pull self around. Learn to turn both ways.

Human Rocker - Lie face down on a mat. Reach back, grasp the ankles and rock the body to and fro. Keep rigid curve of the chest and abdomen. Keep the knees wide apart.

Squat Jump to Stand - Squat on the toes with feet together and knees out, hands between the knees, with fingers touching the floor. Spring up onto both heels, with legs straight and toes up and swinging both arms at the side . The feet should then be about 18" apart. Head up. Repeat this exercise three times in all, rhythmically.

Forehead Touch - Stand on the left foot. Bend forward and place both hands on the floor. Raise the right leg and stretch it back. Touch the head to the floor and regain the standing position without losing the balance.

High Kick - From a standing position raise arm straight forward, kick leg up to reach hand at various heights.

Ankle Toss - Place a ball or bean bag between the ankles and, by jumping, toss the ball upward far enough to be able to catch it with the hands.

Long Reach - Take a squat position. Reach and place chalkmark as far forward as possible without moving feet or touching the floor with any other part of the body.

Jump the Stick - Hold a stick with both hands in front of the body. Jump over the stick without letting go of it or touching it with the feet. Jump back. Try to go back and forth rapidly several times. Limber up the legs before trying by pulling them up to the chest several times. Count 1, 2, 3 - jump, Pull stick towards body as jump is made.

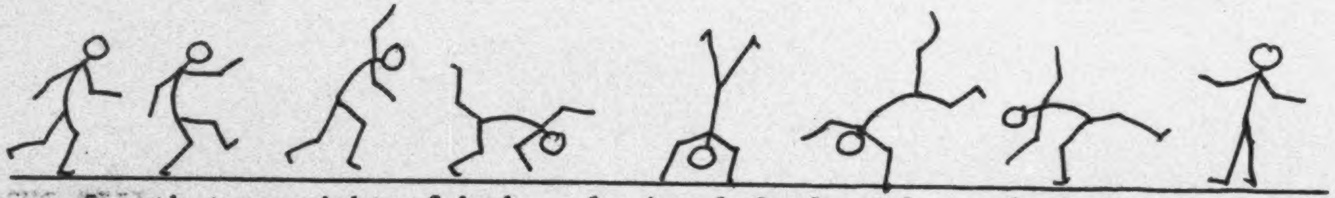
Wooden Man - No. 1 lies on his back on the mat. No. 2 stands at his head, bends forward, clasps both hands behind No. 1's neck, and raises him to a standing position.

Repeat lying face downward and No. 2 clasps his hands under No. 1's forehead.

Human Fly - From push-up position with feet against the wall, walk up wall with feet to a hand-stand facing the wall

CARTWHEELS

From Run



Run, making one-fourth turn right of body, placing left foot forward, left arm vertical. As the weight is thrown upon the left foot, lean forward placing the left hand on the mat. Now throw the right leg up at the same time placing the right hand on the mat. At this point, a momentary hand balancing position will be made with arms and legs spread wide. Bring right foot to the mat as the left hand is raised. Drop left foot keeping it widely separated from the right coming to a stand with the body erect. (If child prefers to use right foot and arm first, directions reverse)

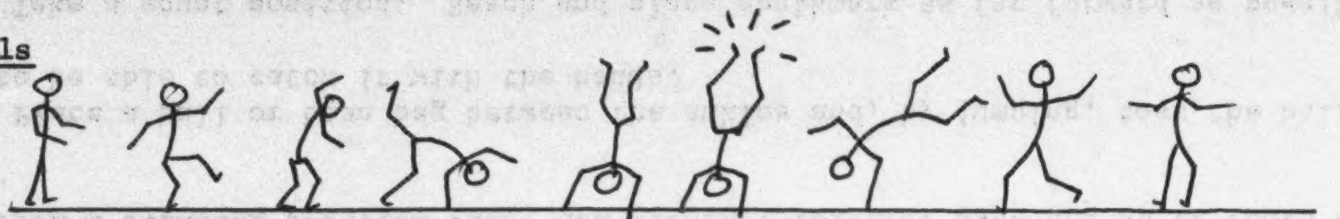
From Stand

This requires a quicker effort as one does not have the momentum of a run.

On Off Side

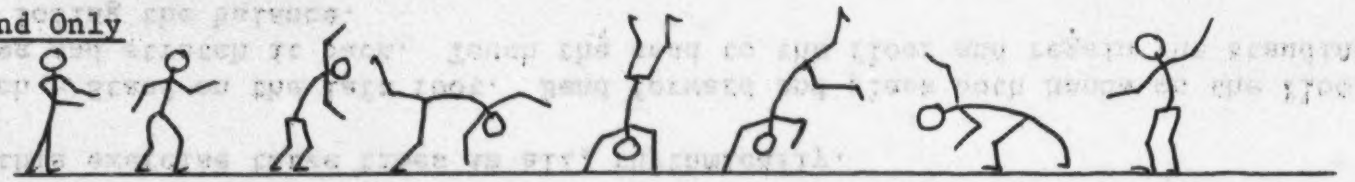
This is done by facing in the opposite direction to which one is accustomed. This is usually rather difficult as nearly everyone practices the cartwheel only on one side.

Clicking Heels



The heels are clicked together when going through the hand balance position in the cartwheel.

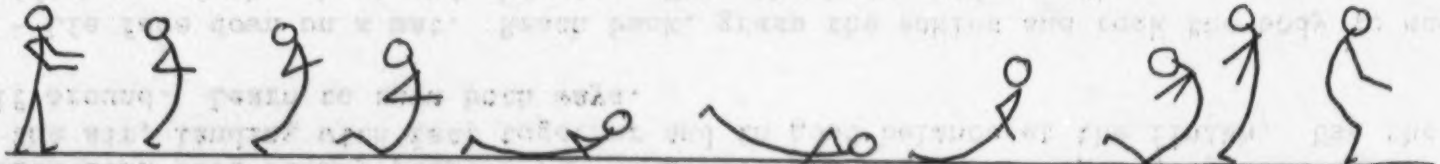
Using One Hand Only



The hand which is placed on the mat first in the cartwheel is the only one used. It takes a little more speed to complete this exercise. The 2-handed Cartwheel should be well mastered before trying the one-handed cartwheel.

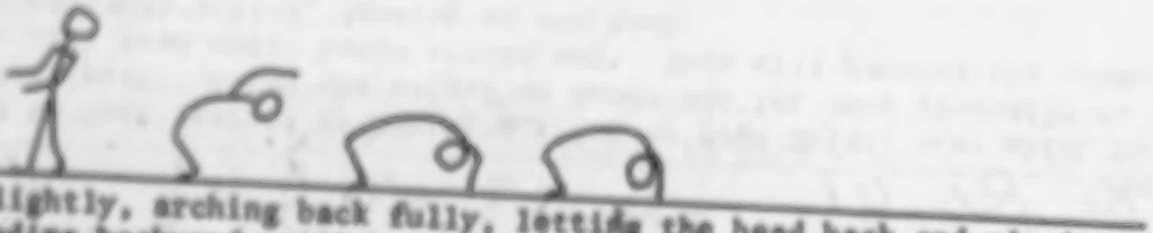
BACK BENDS

Rocker



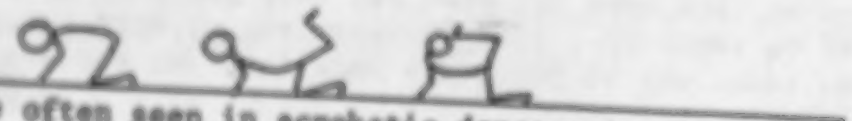
Arch back to its fullest extent with head back and arms at sides, hands at waist, palms forward, knees slightly bent. Overbalance forward, going down on the knees, rolling forward on stomach, chest and face, then rock back by pushing with the hands, holding the arch, rocking up to feet again.

Plain



Bend knees slightly, arching back fully, letting the head back and placing the hands overhead. Bend knees in, bending backward until hands touch mat.

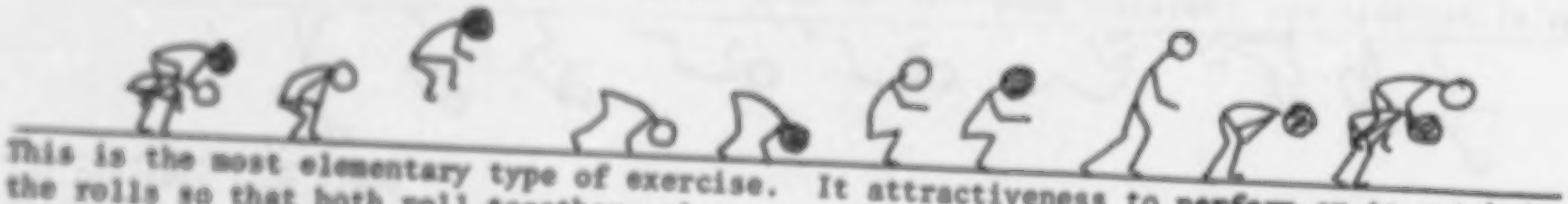
On Hands and Knees, Touch Head with Foot



A back bend exercise often seen in acrobatic dance acts. It can be worked in with other back bends easily.

LEAP FROG

Leap Frog, Both Roll, Repeat

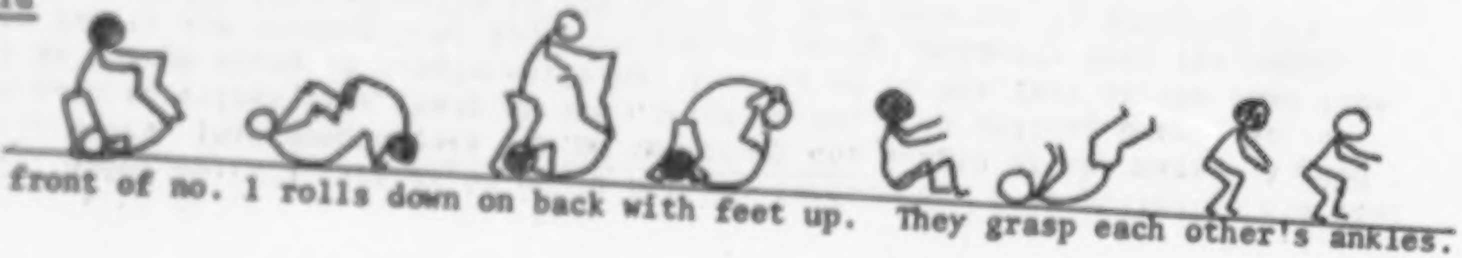


This is the most elementary type of exercise. It attractiveness to perform or to watch is in timing the rolls so that both roll together, plus a smoothness and rhythm which should be especially emphasized on the couple exercises.

Leap frog position is taken by half knee bend, stooping forward, resting the forearms on thighs just above knees, grasping under back of the opposite knee with hands. Keep head fairly high, as holding it low makes one easy to overbalance. In leap frogging, take off from both feet placing hands on partner's shoulders. No. 1 leap frogs over no. 2 and rolls as no. 2, who watches him, rolls at the same time. Repeat. The one who is behind, times his rolls by the one in front.

DOUBLE ROLLS

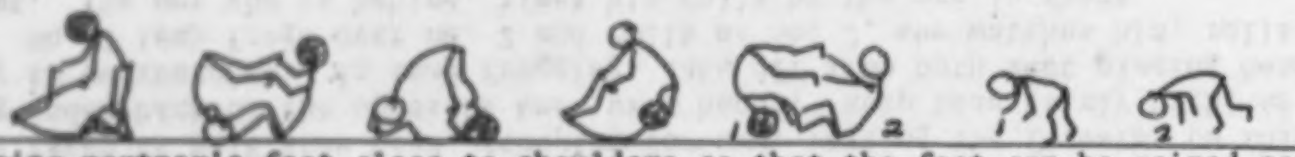
Double Roll Forward



No. 2 standing in front of no. 1 rolls down on back with feet up. They grasp each other's ankles.

No. 1 forward rolls, using no. 2's feet as he would his own hands. No. 2 is pulled to his feet by no. 1 as he rolls over. This double roll can be continued the length of the mats. A good finish is for them both to release the grasp on the ankles as no. 2 is rolling over. No. 2 completes the roll as though doing it single while no. 1 rolls up to his feet at the same time behind him. Common faults are ducking head too soon and not using partner's feet for hands. (Note: Another good start for this exercise is for no. 2 to dive over no. 1, grasping his ankles as no. 1 grasps no. 2's ankles, going immediately into a double roll.)

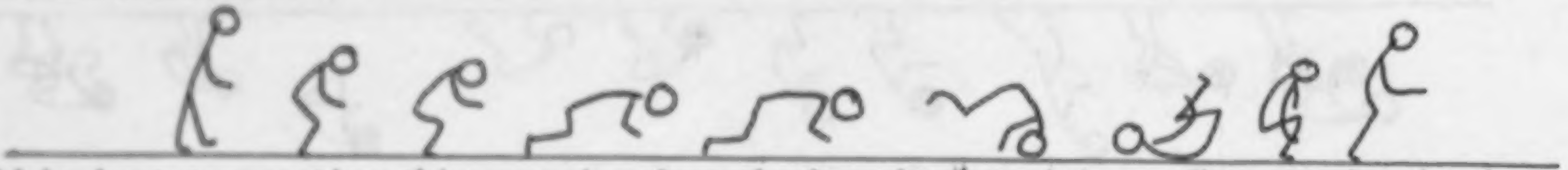
Double Roll Backward



Keep doubled up, placing partner's feet close to shoulders so that the feet can be gained easily.

DIVING

For Distance From Stand

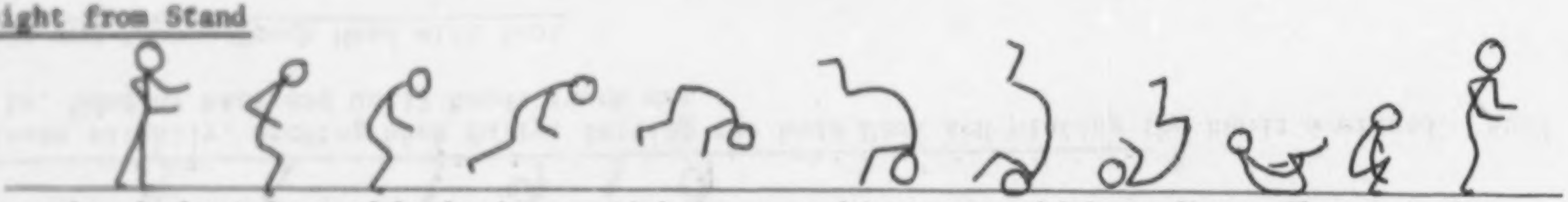


It would be best to practice this exercise from the knee bend position. The exercise is the same as the forward roll with the exception that the performer extends the legs strongly and reaches out farther with his hands. Feet have mat before hands touch it. Finish as in the rolls. (hands lead, head tucks under immediately after hands touch mat).

For Distance From Run

Take off from both feet and lay out, arms stretched to the front having the same position in the air as for a plain front dive in the swimming pool. In order to gain any great distance, the tendency to reach for the mat and duck the head too soon must be overcome.

For Height from Stand

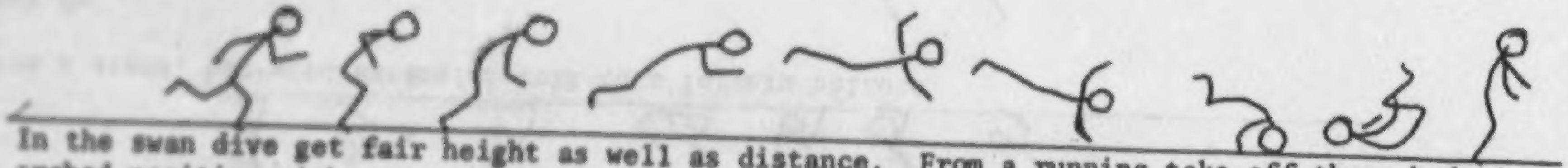


This exercise is best learned by having a stick or some object over which to dive. The arms play a very important part. Catch the weight on hands and let down gradually to neck and shoulders. Do not try to duck head until hands strike mat. This will prevent the common error of getting the forward somersault action, landing on the back.

For Height from Run

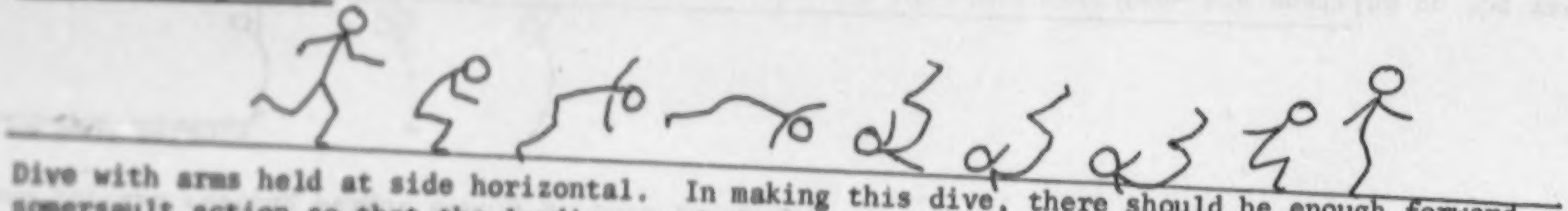
Take off from both feet, as in standing position. It is best to have an object to dive over at first.

Swan Dive from Run



In the swan dive get fair height as well as distance. From a running take-off throw body into arched position with arms at side horizontal and head back as when doing the swan dive in the pool. Hold this position as long as possible, suddenly ducking head and reaching for mat as the force of the dive is spent. This is a very spectacular event and is more so when a springboard is used. This also is an "advanced" event.

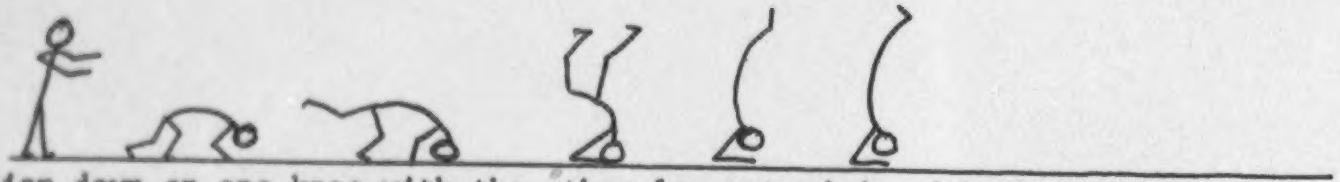
Without using Hands



Dive with arms held at side horizontal. In making this dive, there should be enough forward somersault action so that the landing on the mat will be on the back of the neck and shoulders finishing the exercise as in the previous dives. The basic "dive" should be mastered before this progression is attempted.

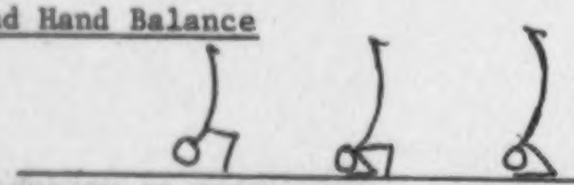
FOREARM BALANCE

Plain



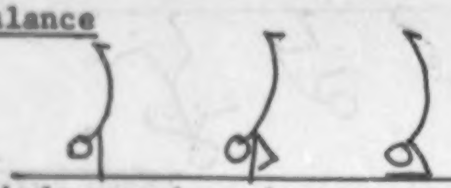
Take a position down on one knee with the other leg extended and both forearms on mat, fingers widely spread. Kick the extended leg up overhead followed by the other leg balancing on the forearms.

From Head and Hand Balance



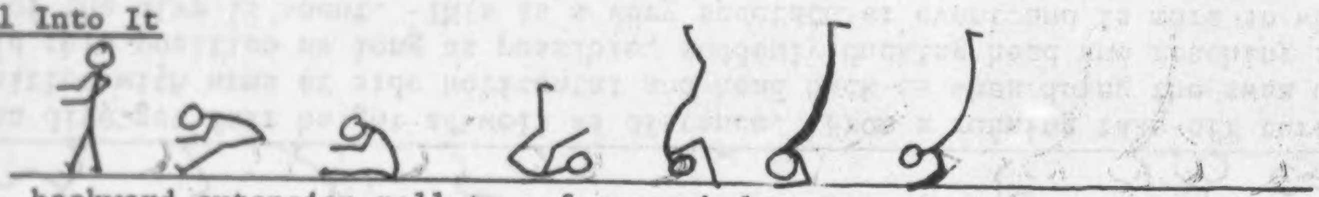
Take head and hand balance position. Swing the weight to the left hand placing right hand forward resting the weight evenly on the forearm. Swing the weight to the right forearm placing the left hand forward resting weight evenly on both forearms.

From Hand Balance



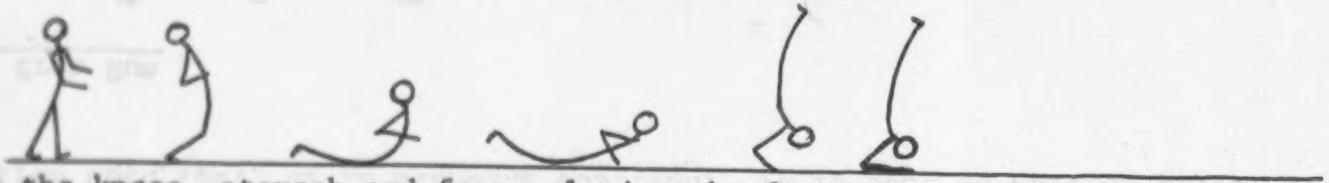
Take a hand balance, drop down on one forearm without moving the hand from its position on the mat, following with the other.

Backward Roll Into It



From a stand, backward extension roll to a forearm balance.

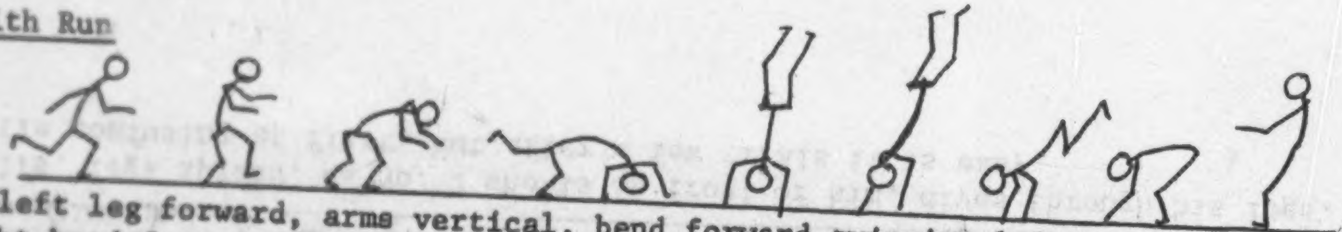
Rock Up



Rock down on the knees, stomach and face, placing the forearms on either side of the head pressing up clearing the head from the mat into the forearm balance.

ROUNDOFFS

Roundoff With Run

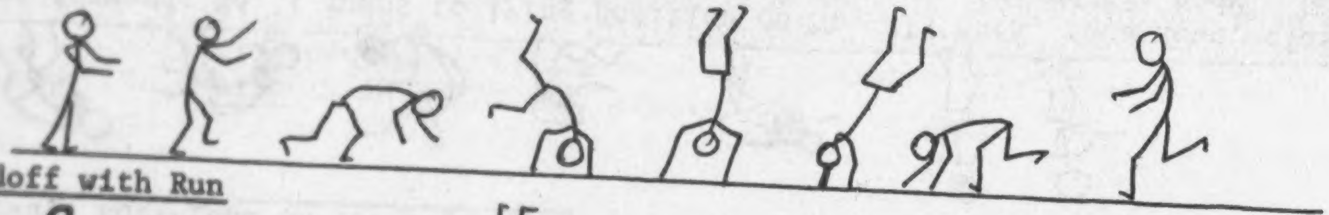


Run, raise left leg forward, arms vertical, bend forward swinging left foot to mat and placing hands on mat, right hand forward of left, pushing with left leg and kicking right leg up making one-fourth turn right into a momentary hand balance; then flex thighs, pushing off with the hands, snapping both feet down together, coming to a stand facing in the opposite direction of starting position. It is customary to get an immediate bounce in the air after landing as though going into a backward hand spring or somersault. Left handed people may want to start by raising right leg etc.

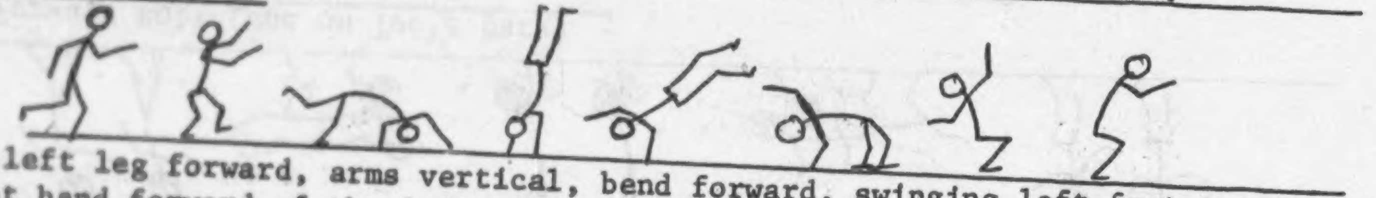
Roundoff From a Stand

The standing roundoff is good practice as it will overcome the tendency of taking too long a run with the running roundoff.

Roundoff Landing on One Foot



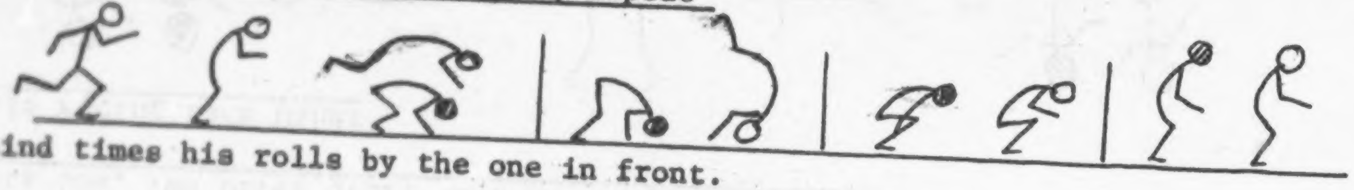
Forward Roundoff with Run



Run, raise left leg forward, arms vertical, bend forward, swinging left foot to mat, placing hands on mat right hand forward of the left, pushing with left leg and kicking right leg up, making one-fourth turn right snapping down both feet together with forward hand spring action coming to a stand facing in the same direction of starting position. The regular "roundoff" should be mastered before this difficult activity is attempted.

COUPLES IN TUMBLING

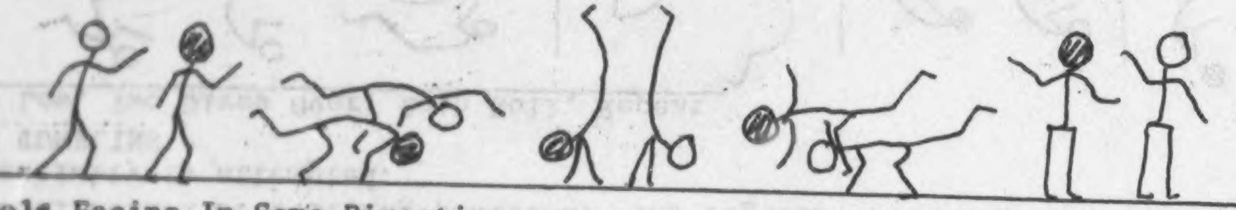
One Squats Low, Two Dives Over, Both Roll, Repeat



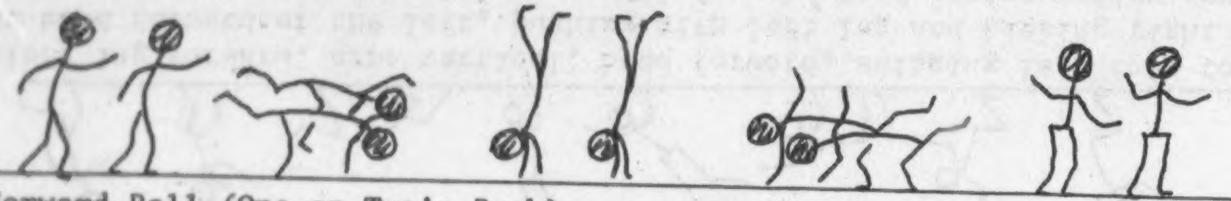
The one behind times his rolls by the one in front.

One Squats Low, Two Dives Over, Both Backward Roll, Repeat

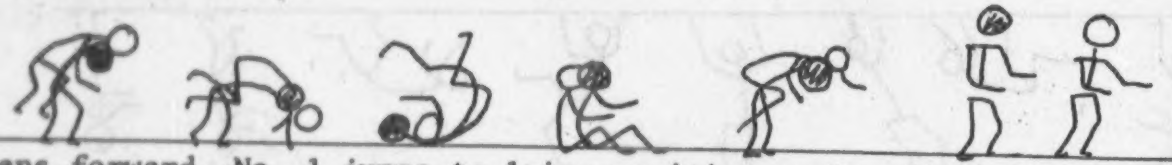
Cartwheels Facing Each Other



Cartwheels Facing In Same Direction

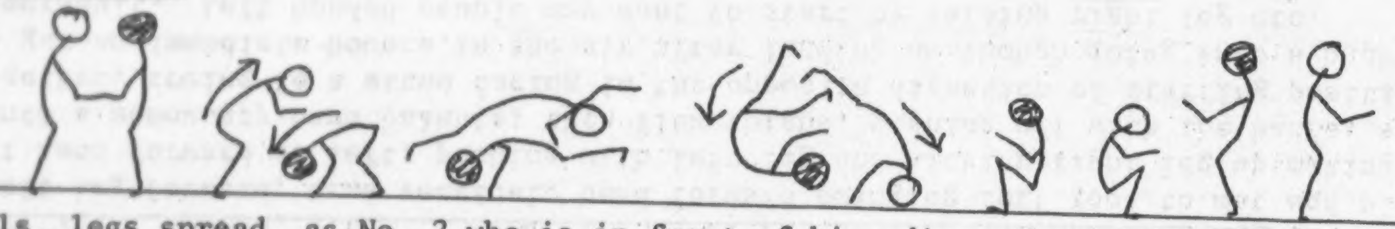


Double Forward Roll (One on Two's Back)



No. 2 leans forward, No. 1 jumps to lying position on No. 2's back, face down, clasping his shins against the outside of No. 2's thighs, clasping his arms around his body. No. 1 places his head over No. 2's shoulder and turns his head facing out so that he will not be bumped under the chin. No. 2 squats low, taking a strong spring so as to have enough momentum to carry them both through a forward roll. No. 2 must get a smooth roll to keep from bumping No. 1 on the mat.

Over and Under Dive



No. 1 rolls, legs spread, as No. 2 who is in front of him, dives through his legs. This dive is a little confusing at first, but after a few trials it is easy.

BALANCE BEAM - REVIEW FALL - 8th week

Additional exercises:

1. Hop to middle of beam on right foot. Right turn on same foot and hop backward to the end of beam.
2. Hop to middle of beam on left foot. Turn around on same foot and hop backward to the end of beam.
3. Walk beam forward, eyes closed.
4. Walk beam backward, eyes closed.
5. Walk beam sideward right, eyes closed.
6. Stand on beam, feet side by side, eyes closed and record number of seconds balance is maintained.
7. Stand on beam, one foot in advance of the other, eyes closed and record number of seconds balance is maintained.
8. Stand on right foot, eyes closed, and record number of seconds balance is maintained.
9. Stand on left foot, eyes closed, and record number of seconds balance is maintained.

GRADE SIX

Winter II - 7th week

SIMPLE GAMES AND
RECREATIONAL ACTIVITIES

ACTIVITY	TIME	PLACE
Partner's Ball	1 class period	Gymnasium, playground
End Ball	1 class period	Gymnasium
Streets and Alleys	1 class period	Gymnasium
Soccer - Basketball Baseball	1 class period	Gymnasium
Review and Choice	1 Class period	

ACTIVITY	OBJECTIVES	EVALUATION
PARTNER'S BALL	**Physical**: To develop throwing, catching, bouncing and kicking skills with accuracy	

Time: 1 class period

Warm-ups: Toe Touch
Treadmill
Arm Circle
Neck Circles
Jumping Jacks

INSTRUCTIONAL APPROACH

Area: Gymnasium, playground

Equipment: Playground ball or soccer ball or volley ball or softball depending on variation - One ball for each set of partners.

Safety: Spread lines out. Allow plenty of room for throwing and kicking.

Description: Partners face each other across the gym or playground 10-14' apart. Different skills may be practiced; roll back and forth, toss underhand, throw overhand, bounce to partner, kick ball with side of foot. How many passes can partners make without missing the ball?

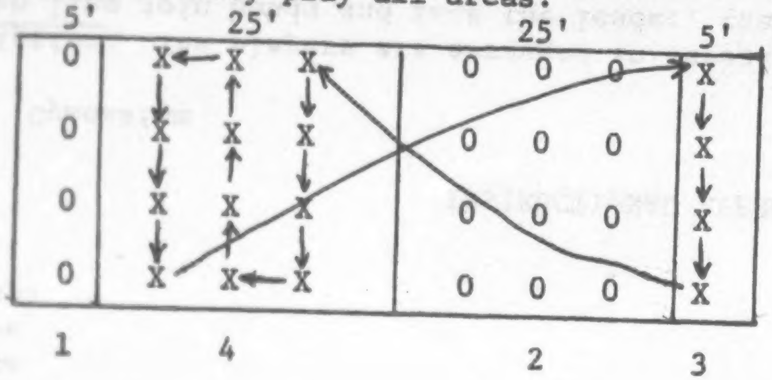
ACTIVITY	OBJECTIVES	EVALUATION
END BALL **Time:** 1 class period **Warm-ups:** Jumping Jacks Jump and stretch Arm Rotators Burpees Sit-ups	**Intellectual:** To develop and use strategy **Physical:** To improve throwing and catching skills To develop defensive ability To develop the ability to time jumps **Social:** To develop teamwork and sportsmanship	**Written test:** Have students draw a diagram of player rotation.

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Playground ball

Description: This game is played with a playground ball. The players form two teams. One third of the players on each team are end men and the others are guards. The object of the game is for a guard to throw the ball over the heads of the opposing guards to one of his own end men while the end men have both feet in the end area. A point is earned for each successful pass. The game may be played in five minute halves with one to two minute rest period between halves. Players should rotate every minute so they play all areas.



1 - End men, team A
2 - Guards, team A
3 - End men, team B
4 - Guards, team B

The game is started with a toss-up between two opponents who have come to the center; one player stands on each side of the center line and each player attempts to bat the ball to his own guards. Play is continuous. When an end man receives the ball, he immediately throws the ball back to his guards. A guard may pass the ball to another guard or attempt to score with a throw to his end men. A ball which goes out of bounds is recovered by a near-by player, brought inside the boundary line at the point where it went out, and put into play.

It is a foul for a player to step across the center line, to step into the opponent's end area, to take more than two steps

ACTIVITY	OBJECTIVES	EVALUATION
STREETS AND ALLEYS	**Intellectual:** To develop alertness To be able to respond to directions **Physical:** To develop running and dodging skills	
Time: 1 class period		
Warm-ups: Run in place Back up rise Wing Stretcher Burpees Sit-ups Push-ups		

INSTRUCTIONAL APPROACH

Area: Gymnasium

Description: The players are arranged in several lines, one line behind the other. When the players in each line join hands and face the leader, they form "Streets." When they face to the right from this position and join hands with the player on either sides of them, they form "Alleys." At the beginning of the game the players form "Streets." One player is selected to be the runner and takes his place in one of the "Streets." Another, selected to be "It" takes his place in another street. The "It" chases and attempts to tag the runner. As the chase progresses, the leader may influence it by calling "Streets" or "Alleys." Upon signal to change the players quickly drop hands, face in the direction indicated and catch hands with players on each side. "It" and runner may run through any aisle but may not break through or crawl under the joined hands. When runner is tagged, new "It" and runner are chosen. Leader should call change often.

```
     "Streets"                    "Alleys"

  x - x - x - x - x          x   x   x   x   x
                             |   |   |   |   |
  x - x - x - x - x          x   x   x   x   x
                             |   |   |   |   |
  x - x - x - x - x          x   x   x   x   x
                             |   |   |   |   |
  x - x - x - x - x          x   x   x   x   x
```

ACTIVITY | OBJECTIVES | EVALUATION

SOCCER - BASKETBALL BASEBALL

Time: 1 class period

Warm-ups:
- Run in place
- Wing Stretcher
- Treadmill
- Sit-ups
- Coordinator
- Leg Lifts

Intellectual: To develop strategy and alertness

Physical: To develop proper kicking skills

To develop throwing and catching skills

To develop shooting skills

Social: To develop teamwork and sportsmanship

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Soccer ball or playground ball

Safety: Heads up, eyes open while running

Description: Pitcher rolls ball, batter kicks, serves or throws appropriate ball (opposing captain selects ball and style for batter to use.)

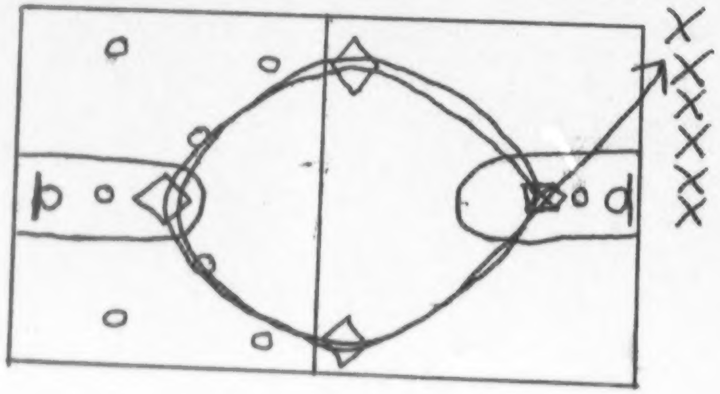
Batter runs the bases twice.

Fielders must field ball to first base, pass to basket at second (players have one chance each to make basket), field to third, repeat basket by catcher. If player runs bases before this is accomplished a run is scored. Otherwise he is out.

Caught flies constitute an out.

Three outs are one-half inning.

Batting order is decided by captains.



Second baseman and catcher are only ones to shoot for baskets. Baskets must be "made" to get runner out.

GRADE SIX

Winter II - 8th week

RHYTHMICAL ACTIVITIES

ACTIVITY	TIME	PLACE
Square Dancing		
Virginia Reel	1 class period	Gymnasium
Captain Jinks	1 class period	Gymnasium
Right Hand Star	1 class period	Gymnasium
Lady Go Halfway 'Round	1 class period	Gymnasium
American Quadrille	1 class period	Gymnasium

ACTIVITY | OBJECTIVES | EVALUATION

VIRGINIA REEL

Time: 1 class period

Warm-ups: Squat bender
Side bender
Trunk twister

Intellectual: To listen and follow directions and calls

Physical: To develop coordination and timing

To learn - the curtsey and bow
- the do-si-do
- sashay step
- elbow turns

Social: To work cooperatively with your partner

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph - Record - "Let's Square Dance," Album 3; RCA; Folkraft

Formation: 6 to 8 couples in a longways set of two lines (depends on record used), facing each other, boys in one line and girl in the other. The first boy nearest the phonograph and the girl across from him are the head couple. Facing the phonograph, each girl would be on her partner's right.

Description: During the first part of the dance, all perform the same movements.

6 5 4 3 2 1
boys - O O O O O O
6 5 4 3 2 1
girls - X X X X X X

Measures:	Calls:	Action
1-4	All go forward and back	Three skips forward, curtsey or bow Three skips back to place and close
5-8	Right hands around	Move forward to partner, join right hands, turn once in place, and return to position
9-12	Left hands around	Repeat the action with the left hands joined
13-16	Both hands around	Partners join both hands and turn once in clockwise direction and back to place.
17-20	Do-si-do your partner	Partners pass each other right shoulder then back to back, and move backwards to place

21-28	Head couple sashay down, sashay back	Head couple with hands joined slide 8 slides down to the foot of the set and 8 slides back to position.
29-64	Head couple reel	The head couple begins the reel with linked right elbows and turns 1-1/2 times. The boy is now facing the next girl and his partner is facing the next boy. The head couple now each link left elbows with the person facing them and turn once in place. Head couple meets again in the center and turns once with a right elbow swing. The next dancers down the line are turned with a left elbow swing and then back to the center for another right elbow turn. Thus, the head couple progresses down the line, turning each dancer in order. After the head couple has turned the last dancers, they meet with a right elbow swing but turn only half way round and sashay back to the head of the set.
65-96	Everybody march	All couples face toward the head of the set, with the head couple in front. The head girl turns to her right and the head boy to his left, and each goes behind the line of dancers to the foot of the set, each followed by a line of dancers. When the head couple reaches the foot of the set, they join hands and make an arch, under which all other couples pass. The head couple is now at the foot of the set and the dance is repeated with a new head couple.

The dance can be repeated until each couple has had a chance to be the head couple.

ACTIVITY	OBJECTIVES	EVALUATION
CAPTAIN JINKS **Time:** 1 class period **Warm-ups:** Heel-toe Coachman's Swing Foot Rocker	**Intellectual:** To learn to follow directions and the beat of music **Physical:** To practice the allemande left and grand right and left **Social:** To be able to work in a group cooperatively	Observe action and note ability to follow the "calls."

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph - Record - "Let's Square Dance," Album 3

Formation: Set of 4 couples - A square

Description: This is a partner-changing dance to a lively old tune in which all 8 dancers are active at once.

After the introduction, each dancer faces his corner -

Do-si-do with his corner. Do-si-do with his partner.

Allemande left with his corner, face partner, allemande right his partner.

(Partners join right hands, walk once around each other and back to place - allemande right)

Face corner, join right hands and do a step-swing balance twice through (Step-swing to the right, left, right, and left again.)

Each dancer now swings his corner, takes her as his new partner and promenades her around the set and back to the boy's original home position.

The entire dance is done four complete times, bringing original partners together at the end.

The dance begins and ends with an allemande left and grand right and left.

ACTIVITY	OBJECTIVES	EVALUATION
RIGHT HAND STAR **Time**: 1 class period **Warm-ups**: Heel raising Sitting bounce Lateral bounce	**Intellectual**: To be able to follow directions and the beat of music **Physical**: To develop coordination and timing **Social**: To be able to work cooperatively in pairs	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph - Record - "Let's Square Dance!" Album 3

Formation: Set of 4 couples - Square

Description: The head 2 couples are active first and then the side 2 couples

After the introduction:

Head couples (1 and 3) walk out to the couple on its right. (Couple 1 is facing 2, and couple 3 is facing 4.) They form a right hand star with the facing couple and walk clockwise. Release right hands and form a left hand star, walking counter clockwise.

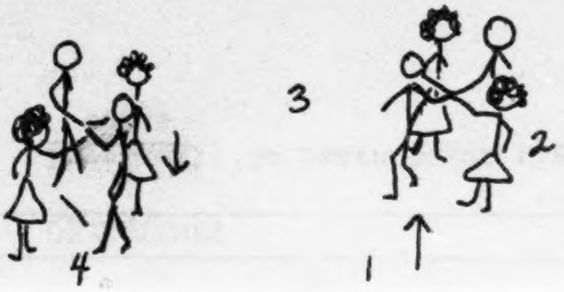
Each boy now swings his own partner.

Head couples walk to the center of the set and repeat this entire action with each other, forming a right hand star, then a left hand star, and swinging their own partners.

Head couples then repeat the same action with the couples on their left (1 with 4 and 3 with 2)

Each boy then swings his partner back to his home position.

The Side couples (2 and 4) now repeat the complete action, first with the couples on their right, then in the center with each other, and then with the couples on their left.



ACTIVITY	OBJECTIVES	EVALUATION
LADY GO HALFWAY 'ROUND **Time:** 1 class period **Warm-ups:** Arm circling Jack knife lift Lumber jack	**Physical:** To learn to do right and left hand turns	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph - Record - "Let's Square Dance." Album 3

Formation: Set of 4 couples - Square

Description: After the introduction:

The first couple bows, swings, and then promenades to the right, completely around the outside of the set.

The first boy then stands in his home position, as the first girl continues walking to the right, halfway around the set. She stops on the left of the third, or opposite boy, and takes his left hand in her right. Thus a line of three dancers stands facing the first boy.

These three take 4 steps forward and back, and then 4 short steps forward again.

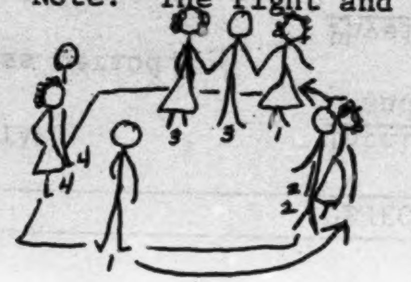
The first boy walks out to his right hand (2nd) girl and, joining right hands, walks around her.

He crosses the set to his left hand (4th) girl and joins left hands with her, walking around her.

He joins both hands with the opposite (3rd) girl, walks around her and then swings with his partner back to place.

Each couple performs the action in turn.

Note: The right and left hand turns are similar to an allemande right or allemande left.



ACTIVITY	OBJECTIVES	EVALUATION
AMERICAN QUADRILLE Time: 1 class period Warm-ups: Conditioning, Coordination	Physical: Review basic square dance skills	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Phonograph - Record - RCA "Let's Square Dance." Album 3 or 4

Formation: Squares of 8 - 4 couples

Description:

Measures:	Action:
1-4	Allemande left with corner gents
5-8	Allemande right with partners
1-8	Head couples do right and left through and right and left back (16 counts)
9-16	Allemande left with corner gent and right with partner
9-16	Side couples take right and left through and right and left back
1-8	Do-si-do with corner and a grand right and left (Repeat)
9-16	Allemande left with corner gent and allemande right with partner
9-16	First and third couples join both hands with partner and exchange places with sliding steps. Then return to place (16 counts)
1-8	Allemande left with corner and allemande right with partner
1-8	Second and fourth couples exchange places with slide steps and return to place
9-16	Do-si-do with your corner and do a grand right and left (Repeat)
1-8	Promenade with partner
1-8	Boys swing corner girl and then swing own partner.

GRADE SIX

Winter II - 9th & 10th week

ATHLETIC SKILLS AND GAMES

ACTIVITY	TIME	PLACE
Deck Tennis	5 class periods	Gymnasium
Indoor Hockey	5 class periods	Gymnasium

ACTIVITY	OBJECTIVES	EVALUATION
DECK TENNIS __Time__: 5 class periods __Warm-ups__: Leg Lifts Back up rise Push-ups Burpees Toe touch Jumping Jacks	__Intellectual__: To learn the rules of the game __Physical__: To develop catching and throwing skills __Social__: To develop good sportsmanship	

INSTRUCTIONAL APPROACH

__Area__: Gymnasium

__Equipment__: Rubber Ring
Volley ball net and standards

__Description__: Deck Tennis is a game which cultivates the ability to throw and catch, to move quickly about the floor, and to judge where the ring will fall. It is a good preparation for both basketball and volleyball.

The court is 25' x 50' square. A rope may be used instead of the net.

Divide the group into 2 equal teams. Teams of 8-14 players may be used to advantage.

The object of the game is to throw the ring over the net and to catch it when it is thrown back. The ring is assigned to one team to begin the game. At the second half the other team begins the play. The game is started by one player throwing the ring over the net. Then the ring is caught and thrown back over the net. Any player is then eligible to catch it. It may not be relayed but must be thrown for the opposite court by the person who catches it. Play continues until a point is scored, and then recommences when the team which lost the point throws the ring over the net. again. If a player touches the ring he is responsible for catching it and cannot claim that it was going out of bounds. One point is scored each time the ring drops to the floor in the opponents' court and each time the opponents make one of the following fouls:

1. Hitting the net or rope with the ring.
2. Throwing the ring under the net or rope
3. Relaying the ring or having 2 players touch it in succession
4. Throwing the ring outside the opponents' court, provided it is not touched by a member of the opposing team.

5. A ring may be caught by one hand of 2 players, but must be returned by one player only. A ring may be caught and returned by a player even though it may have touched another player, providing of course that the ring does not touch the surface of the court before the catch is made.

The game is played in two 10-minute periods.

Variation: Score as in volleyball. Only the serving side scores and it continues to serve until it loses. The service throw in this case is from behind the rear line, and 15 points constitutes a game.

ACTIVITY	OBJECTIVES	EVALUATION
INDOOR HOCKEY **Time:** 5 class periods	**Intellectual:** To learn to follow directions and rules of game of hockey **Physical:** To develop skill in handling a hockey stick, running and shooting a puck **Social:** To develop teamwork	**Skills evaluation:** - Short multiple choice test on rules of Indoor Hockey **Subject observation:** - Shooting for accuracy at a target

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Plastic hockey set. 4 goal cones or Indian clubs (something to designate goal area)

Safety: Carry stick below waist height
Shoot the puck, don't "golf" it or "club" it

Description:
STICK HANDLING

1. Keep hands separated 8 to 12 inches on the stick. Right handed players keep the right hand in lower position; left handed players, the left hand.
2. Shots can be made with forehand or backhand. The Cosom Hockey Stick is so made that shots can be played off either face of the blade. If additional rigidity in the stick is desirable a ½" dowel may be inserted the full length of the shaft.
3. Emphasize control and direction of the puck or ball; not distance. Stick must not be swung above the waist height; for accuracy as well as for safety.
4. Stick to be carried low at all times; in readiness to intercept shots of opponents, to pass to teammates, to seize opening for goal shot.
5. Do not make wide swings at the puck. Get in close, control the puck with the stick blade, pass to a teammate if he is in better position to score. Strive for speed, control and accuracy.
6. Wrist action is most important. A "flicking" motion is best for speed and accuracy. Hands, wrists, and forearm action control the stick most effectively.

PLAYING THE PUCK

1. The football rule of "keep your eye on the BALL" applies to Cosom Hockey. Keep your eye on the PUCK! Follow it. Stay as close as possible.
2. Follow all shots; your own or others. "Rebounds" are as important in Cosom Hockey as in basketball. Goals are best shot when the goal keeper is off balance or out of position after blocking a shot.
3. Cosom Hockey is a TEAM game. Whether on the offensive or defensive, stay alert to pass to teammate in better position to move the puck.
4. To dribble the puck (or ball) tap it with either side of the stick blade, to keep it in control and to move it in a straight line. Short, rapid taps keep the puck moving and prevent opponents from taking it away.
5. When passing the puck to teammate, be sure puck goes just ahead of him, so he can take it on the run and catch opponents unprepared for his pass or shot. Short, rapid passes from one player to another are the most effective means of moving the puck down the floor.

PLAYING POSITIONS

1. The center - The only player who is permitted to move the full length of the floor or field. The leader of offensive play; teaming with the 2 forwards to move the ball to the opponents' goal. Needs speed, alertness and adeptness in passing, dribbling and stick handling.
2. Two forwards - Players on the offensive. Stress team work in these positions with adept puck control and rapid passing to evade defensive guards and take goal keeper off balance or out of position.
3. Two guards - Their task is to diagnose the pattern of the offensive play and anticipate where the puck will be, very quickly. Stress need to protect goal as first essential of position; not to be lured out of position and leave goal open. Take advantage of opposing player who carries stick too high and leaves opening to take puck away. Pass to center who is free to move puck back into opponents' defensive zone and resume offensive play.
4. Goal keeper - Should play in crouched position; holding stick with one hand so other hand is free to ward off and knock down flying puck. He is not allowed to hold or throw puck; nor to stand on it or kick it toward opponents' goal.

   - Goal keeper must always stay between goal and puck as he moves out aggressively to meet the play.

   - Puck should be cleared to the SIDE; keep it away from the front of the net and break up offensive team play.

   - Goal keeper must learn to use blade of stick to block puck. Do not try to stop flying puck with stick handle. Use open hand. Task is to defend the goal, while guards and roving center play the puck and move it back into opponents' defensive zone.

INDOOR HOCKEY RULES: *

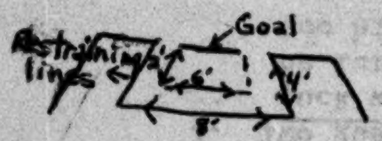
There are only 4 general playing rules; so the game can be taught in 15 minutes or less, even to the youngest players.

This is a game designed for strenuous activity and continuous play. Emphasis needs be placed on playing the puck, not the opponents. Instruction in stick handling must firmly emphasize the stick be carried below the waist level at all times; this not only reduces danger of injuries by swinging sticks but also is essential to develop skill in dribbling, passing and shooting.

Body checking must be absolutely forbidden, because of the danger of players being knocked to the floor or against the walls.

Cosom Hockey is actually a combination of ice hockey and basketball rules; both boys and girls. The resulting game is similar to ice hockey and much more strenuous than basketball.

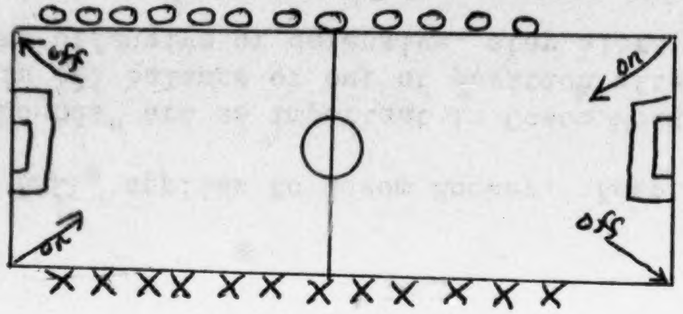
1. Playing area - Any gym that is laid out for basketball can be used. (Small gyms are recommended.)
   Terms: - Center line is the mid court line of a basketball floor
   - Center circle is the basketball mid court jump circle. Play always starts from this circle and, after goals or after roughing fouls or mis-conduct.
   - Goal is an area 2' x 6' which can be laid out with rubberized tape and is centered at the ends of the gym. (Hockey nets are recommended.)
   - The goal box is a restraining line 4' x 8' around goal for the protection of the goalie.



2. The team - Each team consists of 6 players
   - 1 Goalkeeper who stops shots with hands, feet or stick
   - 1 Center who is the only player allowed to move full court and who leads offensive play, the center has his stick striped with black tape
   - 2 Guards who can not go past center line into offensive area and whose responsibility it is to keep puck out of their defensive half of the floor
   - 2 Forwards who work with center on offensive play and cannot go past center line into their defensive area.
3. The Game - A game consists of 3 periods 8 minutes each with 5 minute rests between periods. Flip for possession of puck at start of first period. Whichever team is behind in scoring at end of first and second periods is given possession of puck to start play in second and third periods. Play cannot start until whistle is blown. Penalty for starting before whistle is loss of possession. Center who must have one foot inside center circle, starts play with pass from circle. All other players must be outside the 10' restraining circle. No scoring from center circle on start of play.

Rotation of players:

Players along sidelines come in to play from one end of line and go off at other end.



MIS-CONDUCT . Any time play is deliberately stopped; by holding, laying or placing foot on puck
. Too many players on the floor

Player being charged with a roughing foul or mis-conduct, must sit out 2 minutes. Team must play short-handed for this period (Position optional.) If goal is scored by opposition before 2 minute penalty time has elapsed, player or players, may then return to floor, providing it is not his 5th combination foul.

Variation: To accomodate large groups a substitute could take the position of a person who committed the foul.

*Game can be modified to accomodate _your_ students, facilities and equipment.

GRADE SIX

Spring - 1st Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Slap Ball	1-2 Class periods	Gymnasium
Shuttle Run and Pass Relay	1-2 Class periods	Gymnasium or playground
Double Dodge Ball	1-2 Class periods	Gymnasium or playground

ACTIVITIES	OBJECTIVES	EVALUATION
SLAP BALL	**Intellectual:** To develop alertness in making decisions	
Time: 1-2 Class periods	**Physical:** To develop skill in serving To develop skill in fielding or catching	
Warm-ups: Wing stretcher Pull-ups Head raiser	**Social:** To develop teamwork	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Volleyball or 7" Rubber ball

Safety: Caution players about the walls. Have them tag the mat hanging from the wall for a base

Description: This is a serving game. The batter stands at one end of the gym. He serves the ball and runs to the opposite wall. If he is able to return home, a point is scored. The runner can be put out by an opponent hitting him with the ball. Runners need not return, but may "pile up." When three outs are made, the "at bat" team changes sides.

ACTIVITIES	OBJECTIVES	EVALUATION
SHUTTLE RUN AND PASS RELAY	**Physical:** To develop running, passing and catching skills	
Time: 1-2 Class periods	**Social:** To develop cooperation and teamwork	
Warm-ups: Tortoise and Hare The coordinator Jumping jack Windmill		

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: 7" Rubber ball or softball

Description: Divide each team into two equal parts, "A" and "B". Have the two sections of each team line up in a single line, facing each other behind the starting lines, about 40 feet apart. A "Pass" line is marked off ten feet in front of each starting line.

The first player in each line in section "A" has a ball, runs forward to the Pass line in front of section "B" stops, and passes the ball to the first player on his team in section "B". After he has passed the ball, he goes to the end of the line in section "B". The player who receives the ball runs forward to the Pass line in front of section "A" stops, and passes the ball to the next player in section "A". This continues until all have had a turn and are in opposite lines.

ACTIVITIES	OBJECTIVES	EVALUATION
DOUBLE DODGE BALL	**Physical:** To develop dodging and throwing skills	
Time: 1-2 Class periods	**Social:** To develop teamwork and team spirit	
Warm-ups: Knee bends Sit-ups Pull-ups Burpee	To develop an awareness of students' varied abilities	

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: 1 or 2 Rubber balls

Description: Two opposing teams are playing in three areas. One team plays in the center area, the other team divides in half and plays in the two end areas.

The players in the end areas try to eliminate the players in the center by hitting them below the waist with the ball. The center players evade the ball as in regular dodge ball. If the ball comes to a stop in the center area, a player from the end area may go and get it. However, he must return to his own area before he may throw the ball at an opponent.

Variation: Do not let anyone get a ball if it stops in the center area. The throwing teams must hit it out with another ball or wait until someone in the center bumps the ball out.

GRADE SIX

Spring - 2nd, 6th and 8th Weeks

ATHLETIC SKILLS AND GAMES

ACTIVITIES:	TIME:	PLACE:
Softball Skills		Gymnasium or Playground
Shuttle Ten Trips		" "
Square Ten Trips		" "
Grounders Shuttle Relay		" "
Line Ten Trips		" "
Fongo	10 Class periods	Playground
Work-up		"
Triangle Ball		"
Throw Down		"
Long Ball		"

ACTIVITIES	OBJECTIVES	EVALUATION
SOFTBALL	Intellectual: To develop knowledge in the rules of softball	Skills Performance: 1. Do children aim and throw accurately?
Time: 10 Class periods	To develop knowledge in using strategy	2. Are children developing skill in throwing and catching different kinds of balls?
Warm-ups: Arm circles Wind sprints Toe touch Neck twister Trunk twister Burpee	Physical: To develop skills in throwing, catching, batting and running bases Social: To learn to enjoy the game of softball and play it for recreational purposes outside of school To learn to participate as a team member	3. Give a simple rules test to see if the children understand the basic rules? 4. Give the students a simulated workout asking questions such as: To what base would you throw the ball if....

INSTRUCTIONAL APPROACH

Area: Playground

Equipment: Softballs, bats and bases

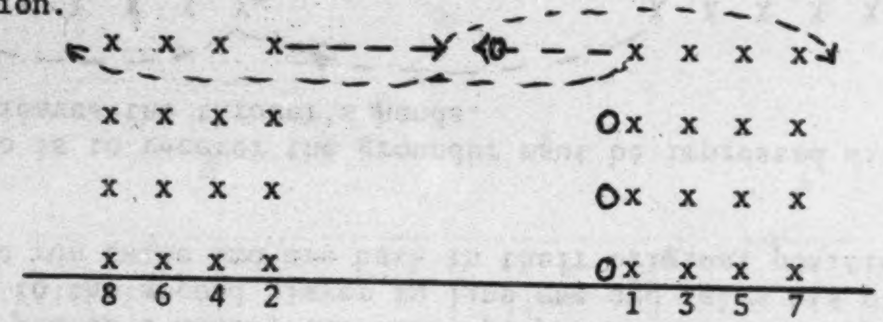
Safety:

1. Instruct players to grip the bat tightly to prevent slipping from the hands when they swing at the ball.
2. Require any catcher working behind the plate to wear a mask.
3. Keep the batting team behind the backstop or on a batter's bench placed at least 10' from the base line and 20' from any other obstruction. The bench should be placed behind the backstop if possible.
4. Do not use rubber or felt-filled bases on blacktop field.
5. When using turf fields, do not fasten down the bases.
6. Tape all bat handles to assure firm grip
7. Do not allow sliding or diving by base runners
8. Approach maximum exertion in throwing only after adequate warm-up and preliminary throwing
9. Maintain a constant check on the safe condition of all supplies and equipment. Report unsatisfactory items and remove them from use.

Description:
Review throwing, pitching, fielding, batting and running bases taught in the 4th grade.

Advance skills to be worked more thoroughly on:

PRACTICE IN STOPPING GROUNDERS - Class is lined up in shuttle formation using the four sub-teams of the class organization.



For demonstration of the correct form the teacher takes the place of a #2 player. He asks player #1 of this group to roll him a ball using considerable force. As soon as the ball is thrown he runs forward to meet it and with a little jump the teacher squats with the left foot ahead of the right and scoops up the ball and continues to run for a few steps, then with the left foot forward stops and throws the ball to #3 with an extension of the right elbow and flick of the right wrist, and takes his place at the back of the line toward which he was running. No. 1 who rolls the ball to the teacher runs to the back of the opposite line of players as he rolls the ball.

The run to meet the grounder is done so that it can be secured sooner and because it is coming on the ground it can be picked up at any point.

Review the proper form used. Have each line run forward and when the teacher claps his hands they are to jump and squat and pretend to get the ball in their hands and then throw it.

After this is repeated several times a ball is given to #1 in each line. This line will always be the ball rolling line and the players in #2's line will always run to retrieve the rolled ball and throw it to #1's line. Since the players change lines during each operation all players will have been a roller and a retriever by the time the lines are reassembled. The players in each line then start to roll and retrieve in order continuing down their line until each player is back in his original position.

PRACTICE IN CATCHING FLIES - The class stands in two or more groups on the playground. Each group is composed of two flank lines facing each other. The number of groups depends on the number of balls available. The smaller the group the better. The distance between lines will depend upon the size and strength of the players and would vary from about 30 to 50'. Using the zig-zag pass pattern, #1 in each group begins by throwing a high ball to #2 who tries to catch it by a nest catch or by an overhead catch with thumbs together and fingers pointing up and back. #2 then throws to #3 and so on until the ball is received by #1 again.

If the ball can be thrown high enough to give time for a backward run and a turn to catch it, a throw behind the receiving player may be made. The practice is tiring and may make the throwing muscles sore so should last only a short time.

SHUTTLE TEN TRIPS

Players are lined up as for Shuttle Relay. The space between the two divisions of the teams should be from 20 to 50' according to the skill of the players. Upon a signal the first player in one line throws across to the first player of the other half of the team and then takes his place at the back of his own line. The player receiving the ball throws it back to the next player in line one and goes to the back of the line. When the player who started this game throws again he says "one trip," etc.

Remarks: This should be played first as a simple relay and the trips added after skill is developed. Any number of trips may be used.

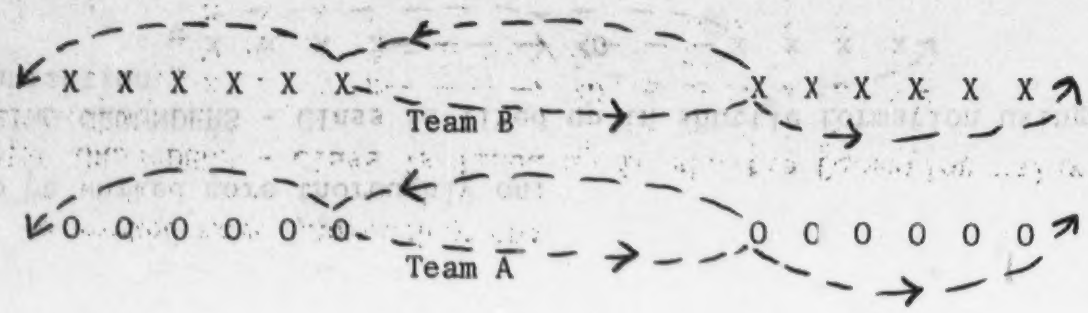
SQUARE TEN TRIPS

Class divided into groups of four. Each one of each four stands on the corner of a square and each four has a ball. The ball is thrown around this square and the trips are called as above.

GROUNDERS SHUTTLE RELAY

Teams are arranged as for simple shuttle relay. The first player in each team has a softball. Upon a signal this player throws a grounder and then runs to the back of the opposite line. As soon as the ball leaves this player's hands, the first player in the line opposite runs forward, recovers the grounder, throws it to the second player in line one and takes his place behind line one. This continues until all have run twice and are back in their original positions. The team through first wins.

Remarks: The player who is to recover the grounder msut be impressed with the fact that he must not run until the ball leaves the thrower's hands.



LINE TEN TRIPS

Players are in groups of threes with each three in a straight line 10 to 20' apart depending on the space available and the skill of the throwers. The center player in each group has a softball. At a signal he throws it to another player in his group. This player then throws it to the third, over the head of the first player. The third returns it to the one in the center. When the center player catches the ball he says "One trip," and begins as before. The group completing ten or less trips (the number decided upon beforehand) first wins.

FONGO

Any number of players, boys and girls.

One player, standing 20 to 30' from the other players, bats fly and grounder balls toward them as they stand at random in various parts of the field. If a ball is caught on the fly or two grounders are stopped the player succeeding in doing this now takes the batter's place, while the batter takes his place in the field with the others. If nobody catches the ball the same player bats again.

Sometimes the following is added to the game. If nobody succeeds in catching the batted ball the first player to pick it up calls "Fongo!" which gives him the right to roll the ball from where he picked it up toward the bat which the batter must now lay on the ground so that it is parallel to the "roller."

If the roller succeeds in hitting the bat, he becomes the batter. Should he miss, the same batter remains at bat.

WORK-UP

The play takes place on any softball diamond. The regular softball rules apply for base running, stealing bases, pitching, outs, etc. The number of players is indefinite and usually increases as players arrive and decrease as they leave, therefore it is a good informal game for the after school and noon and before school playground. When a batter or base runner is put out the players all work up one position toward the batter. The following is the order of advancement:

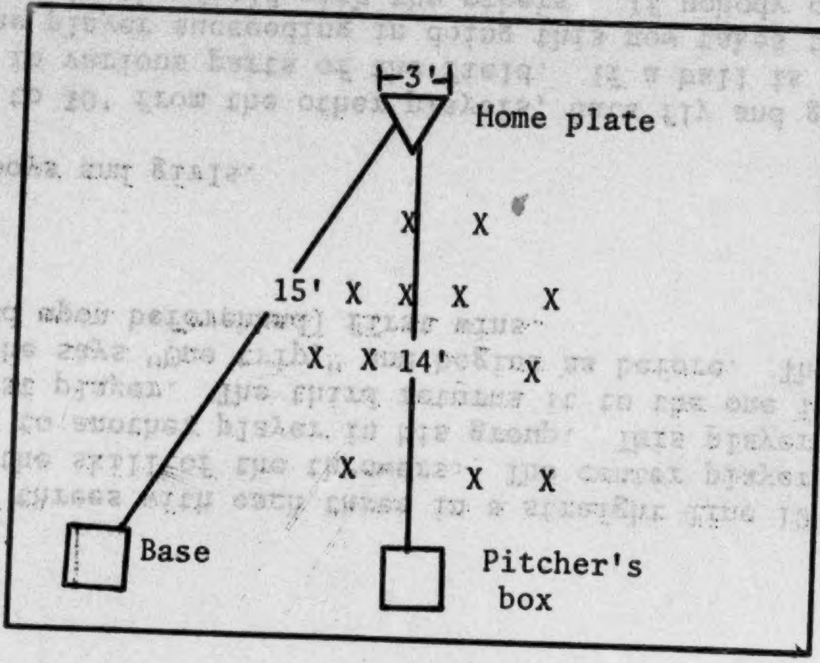
- An "out" goes to right field
- Right field to center field
- Center field to left field
- Left field to third base
- Third base to second
- Second base to first
- First base to pitcher
- Pitcher to catcher
- Catcher to batter.

There are preferably two batters but sometimes there are three. Three batters makes it possible for the batters to stay in bat too long. A game is more fun when it works up rather fast. If a runner is on base when an out is made he holds that base and may not advance until the shifting of players is completed and play begins again. If both batters are running bases the one nearest home is forced out if he does not reach home before the ball is held on home plate. This is a "forced out" because someone must be in bat. Every player in the field is working to get the batter out so that he can work up one place and eventually become a batter. When a batter is running bases the one at bat should let him steal some bases before he hits the ball since they

TRIANGLE BALL

The players, any number, are divided into two teams. One team is at bat while the other fields. The outs have just a pitcher and fielders, no catcher. The fielders are scattered about any place on the field.

The object is for the batter to hit a ball pitched by the pitcher, and run on anything he strikes to the base and immediately back to the triangle to make a score. The players try to get the hit ball and as soon as they get it, whether caught or picked from the ground, they must throw it to the pitcher who throws it into the triangle before the batter runs home. It is not counted if the ball hits the line of the triangle; it must light within or roll across the triangle. When the batting team has three outs it exchanges places with the team in the field. The team which receives the most scores at end of playing time wins. When only two play, they exchange places at each "out."



THROW DOWN

Divide class into two teams using a softball diamond. One team is in bat; the other team is out, as pitcher, catcher, first, second and third basemen and fielders. To start the game the pitcher tosses a softball to the batter who is standing in his box. As soon as the batter receives the ball he throws it and starts to run around the bases from first to second to third and home, touching each base. If the thrown ball lands in the infield the fielder who retrieves it throws it to the catcher, the catcher to first base, first to second, second to third and third home, trying to pass the running player. Should the ball reach any base before the runner does he is out and the next person in his team does as he did. Should the ball land outside the diamond but in fair territory the retrieved ball may be thrown directly to first base. Each baseman must have his foot in contact with his base when he catches the ball or the base runner cannot be put out. If the thrower's ball is caught before the ball does scores one point for his team. Sides may change when three outs are made or after all in the one team have been put out. The players who played in the infield should play in the outfield for the next inning.

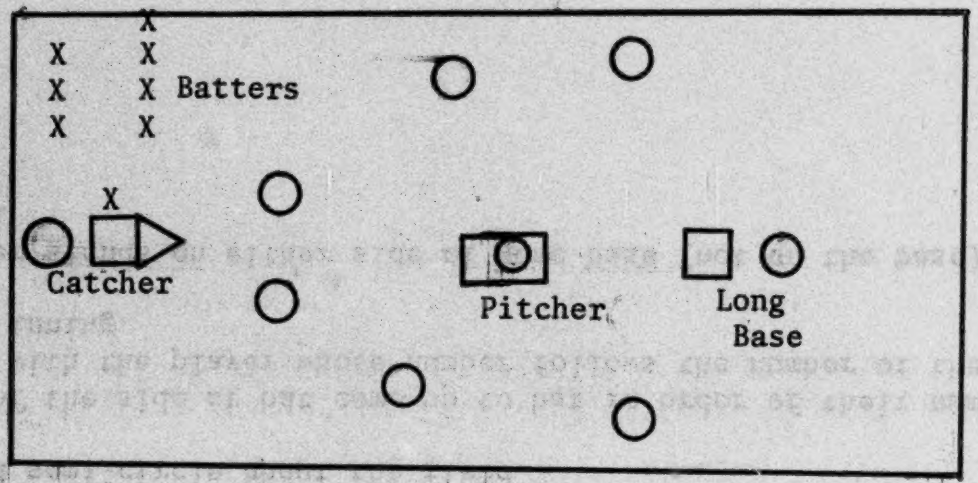
LONG BALL

This game is played with an indoor baseball and bat and two bases. The bases are placed from 30 to 60' apart, depending on the size and skill of the players. All of the pupils may play.

The regular class organization of two teams is used, each team divided into two sub-teams. If the class is large each team should have its own game by its sub-teams playing against each other. The players in each group are numbered 1,2,3,4, etc. One team takes turn at bat; the other team takes the field. The team taking the field selects a pitcher who stands half way between home and second base and pitches the ball always underhand to the catcher who stands immediately behind home base. The remaining players of the side take the field arranging themselves in an elongated semi-circle about the field.

Players of the side at bat come up to bat in order of their numbers. Each inning after the first is begun with the player whose number follows the number of the player who was up to bat last the previous inning.

The batter stands on either side of home base (not on the base) as is most convenient in batting the ball.



The base runner may take any path he chooses in running to and returning from long base.

More than one base runner may remain on long base at the same time.

A pitched ball, passing over home base not higher than the batter's shoulders or lower than his knees while he is in his position, counts one strike against him whether or not he strikes at it.

If the catcher ctaches a thrid strike it puts the batter out. If a third strike is not caught the batter becomes a base runner.

A pitched ball which does not pass over home base, or which goes higher than the shoulders or lower than the knees of the batter and is not struck at by him is called a ball. Four balls entitle the batter take his place on long base. After the batter becomes a base runner he may be put out in the following ways:

1. By an opponent catching the ball he batted before it touches the ground.
2. By being hit by a thrown ball while attempting to run to or return from long base provided the thrower does not move his feet or urn before he throws.
3. By being touched by the ball in the hands of an opposing player running to or returning from long base.
4. By being struck by a batted ball.
5. By having three strikes called while in bat.

Each runner returning safely to home base after touching long base counts one score for his team. Any number of players may be on "long base" so long as there is someone to bat. More than one player may run home from long base at the same time. No player may score on the play which results in the third out. After three outs the teams change positions. Nine innings constitute a game. The captains may decide at the opening of the game on some other number of innings that is to constitute a game.

GRADE SIX

Spring - 3rd Week

STUNTS, TUMBLING AND APPARATUS

ACTIVITIES:	TIME:	PLACE:
Pyramids	2 Class periods	Gymnasium
Stunts and Tumbling	3 Class periods	Gymnasium

ACTIVITIES	OBJECTIVES	EVALUATION
PYRAMIDS	Physical: To provide an opportunity to stress good posture and muscular control	
Time: 2 Class periods	Social: To provide for creative expression To provide for group enterprise requiring cooperation, responsibility and self-control	
Warm-ups: Neck twister Trunk twister Toe touch Burpees Arm circles Jumping jacks	Self-Realization: To develop confidence and a feeling of accomplishment	

INSTRUCTIONAL APPROACH

Area: Gymnasium

Equipment: Mats

Description:

The characteristics of a good pyramid
- A. Orderly mobilization of all units.
- B. Complete unity in the process of building the pyramid.
- C. Symmetry of design regardless of the type of pyramid.
- D. Control and stability while the pyramid is held in its finished form.

Orderly mobilization
- A. All line up at the edge of the mat at the point nearest to the position to be assumed on the mat.
- B. All move quickly. Stand and walk in good posture.

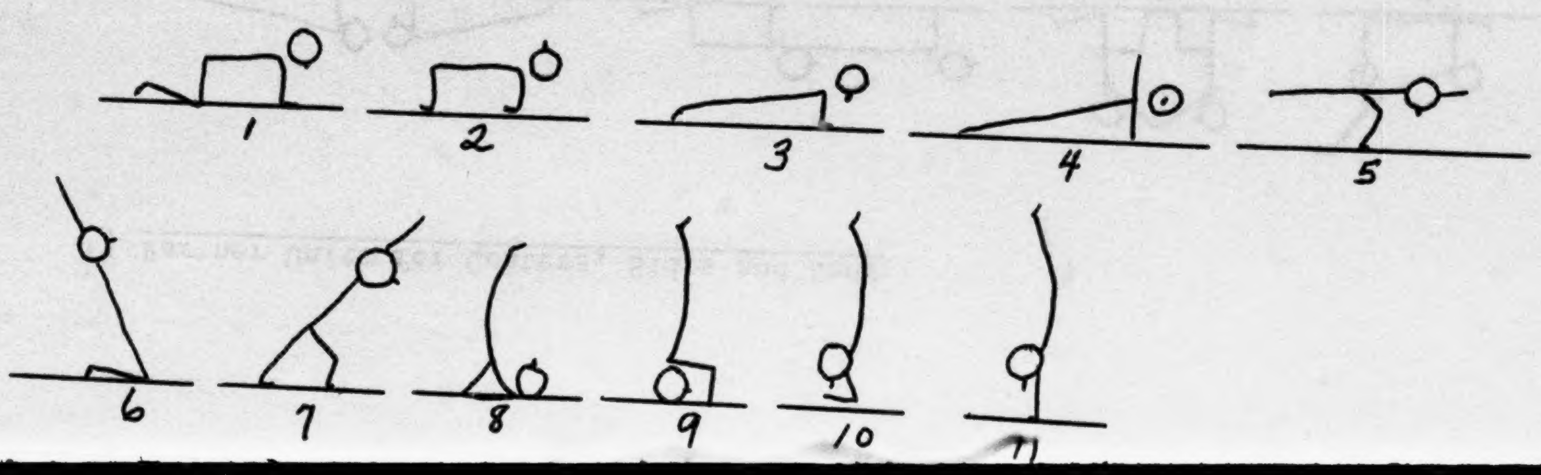
To achieve unity
- A. Use counts or signals:
  1. Count "1" - All bases move to the proper position on the mat.
  2. Count "2" - Tops take places near the bases and get into position to mount.
  3. Count "3" - Tops mounts and hold the finished position.
  4. Count "4" - All tops dismount.
  5. Count "5" - All return to place.
- B. Be sure that each member of the pyramid knows her assignment.
- C. Practice for timing in getting all similar units moving together.

To obtain symmetry of design
- A. Have center unit or units balanced by side and end units.
    - 1. To achieve height in the center or elsewhere, use:
        - a. Standing mount
        - b. Sitting mount
        - c. Planch'e
        - d. Top standing on thighs of two bases
        - e. Top standing on backs of kneeling bases
        - f. High bridge
- B. Balance opposite sides and end with performers of equal height and in similar poses.
    - 1. Sides may be either higher or lower than the center, but both should be symmetrical.
    - 2. End positions may be tapered off by any one of several individual poses.

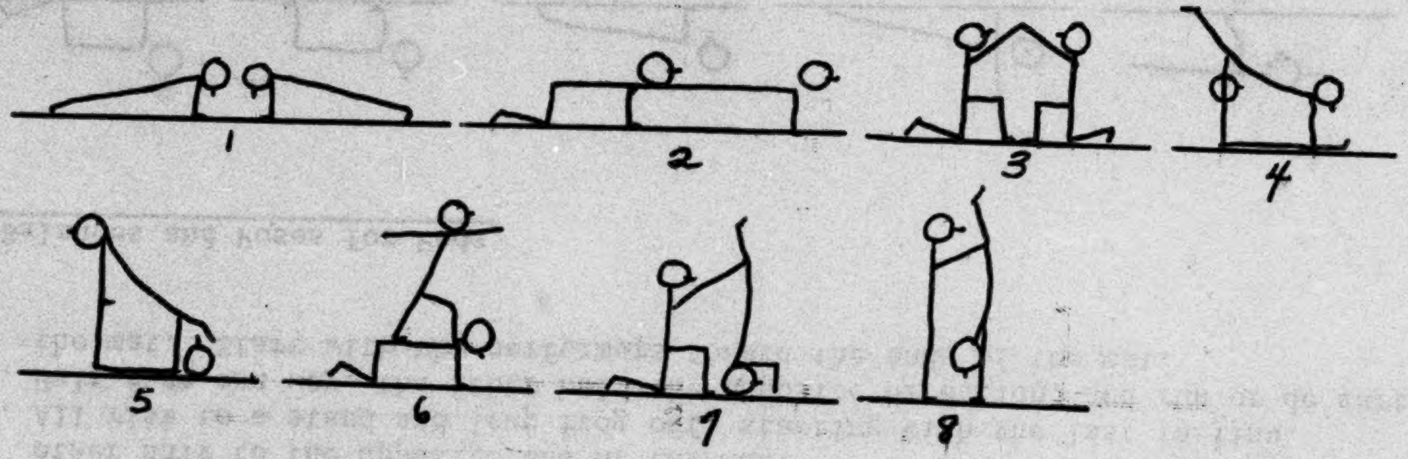
To insure control by:
- A. Individual assignments must be within the limits of ability.
- B. Use sturdy bases and lighter tops.

To secure orderly dismounting
- A. Practice dismounts as well as mounts.
- B. When necessary, have ends or sides roll or step out of the way, and tops assist bases to rise.
- C. It is not necessary that the units of the pyramid step back to place. Other devices may be used, such as:
    - 1. Forward and backward rolls.
    - 2. All lie flat on the mat. Do log rolls off the ends; half going one direction, the other half to the opposite end of the mat.
    - 3. All rise to a stand and leap frog off, starting with the last in line.
    - 4. Half face one way, the other half the opposite direction, and run or do cartwheels off the mat. Start with the performers toward the ends of the mat.

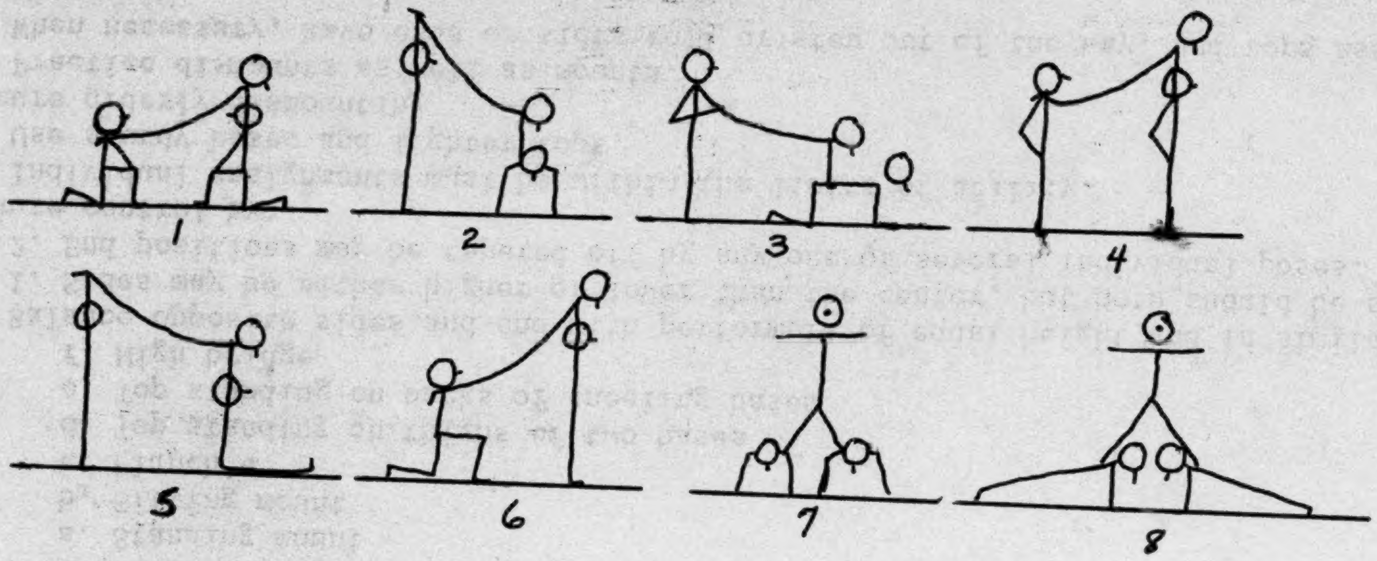
Single Balances and Poses for Ends



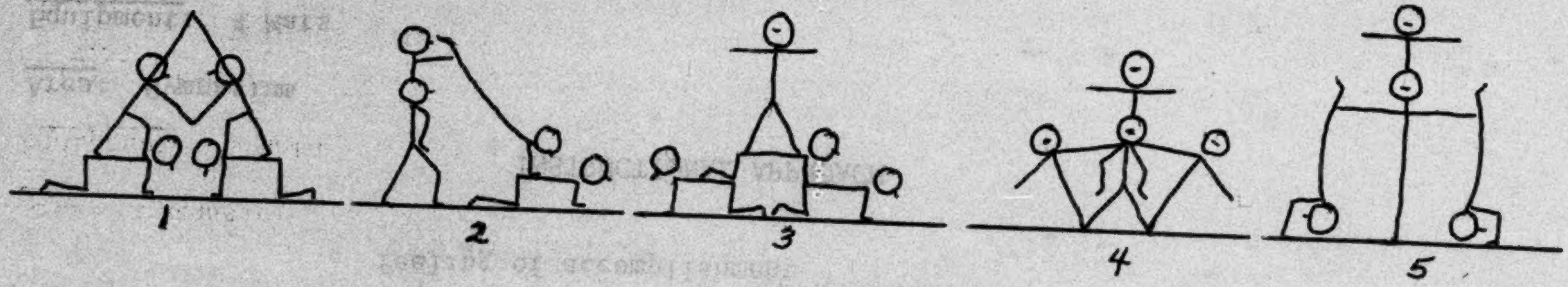
Partner Units for Centers, Sides and Ends



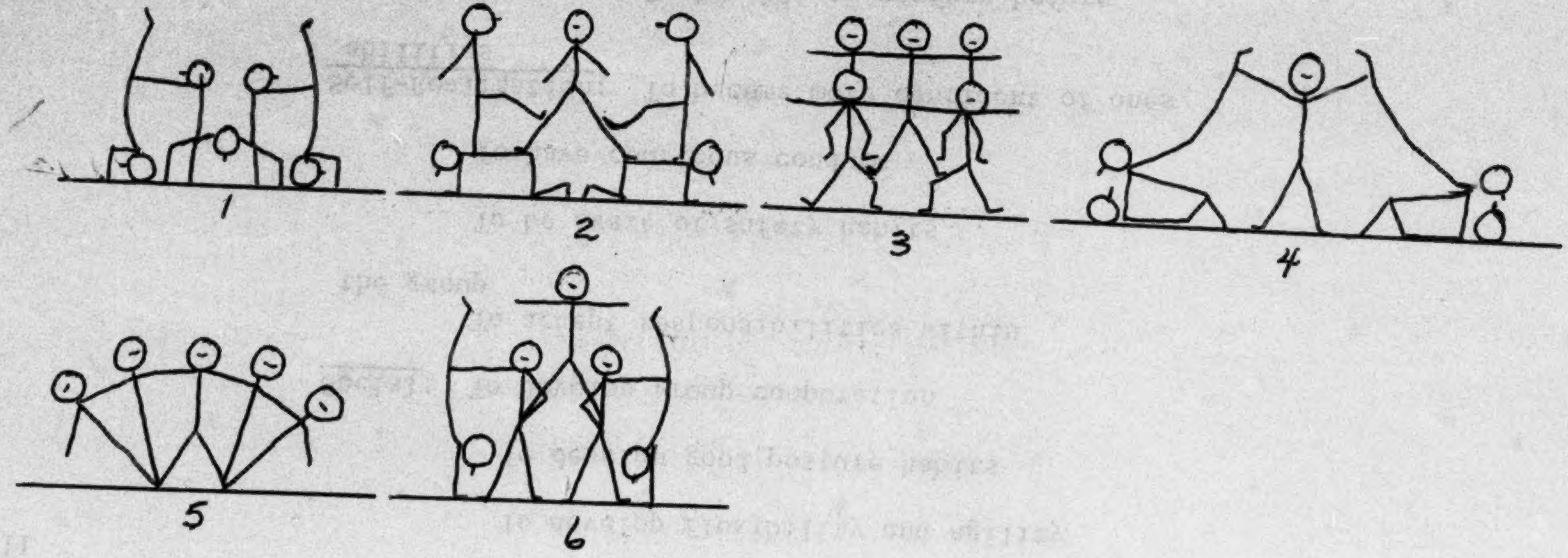
Units of Three for Centers, Sides and Ends



Units of Four and Complete Pyramids for Four



Units of Five and Complete Pyramids for Five



ACTIVITIES	OBJECTIVES	EVALUATION
STUNTS AND TUMBLING	Intellectual: To develop safety habits	Skill Performance:
Time: 3 Class periods	To be able to follow directions correctly	Test and observe children Check for proper form
Warm-ups: Neck twister Trunk twister Sideward roll Forward roll	Physical: To develop muscle coordination and balance To develop arm and leg strength To develop flexibility and agility To develop good posture habits	
	Social: To develop group cooperation To accept responsibilities within the group To be aware of safety habits To have courteous conduct	
	Self-Realization: To become more confident of ones abilities To be able to perform before others To develop confidence and a feeling of accomplishment	

INSTRUCTIONAL APPROACH

Area: Gymnasium

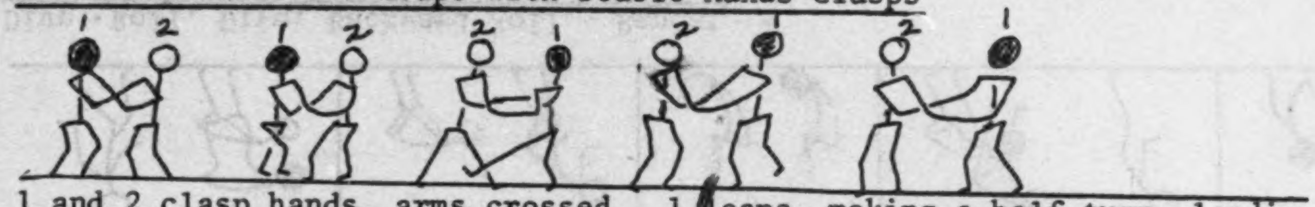
Equipment: 4 Mats

Safety: Remove all articles from pockets - Wear goggles over glasses if necessary. Provide spotters - Keep mats close together - In roll progression students must be off mats before next student begins. Do not attempt stunts without proper warm-up.

Description:

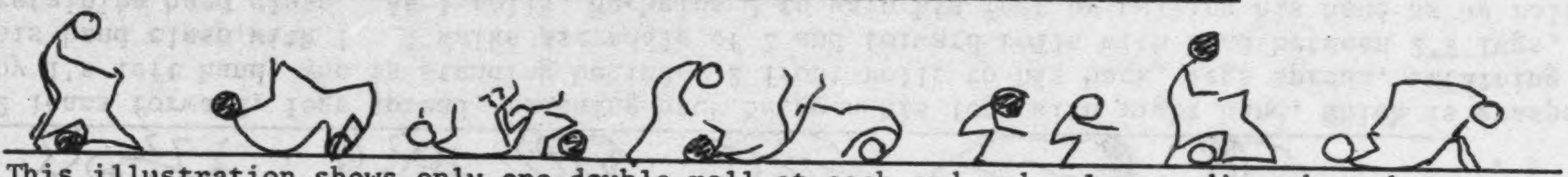
REVIEW--WINTER II, WEEKS 5 AND 6 UP TO "COUPLES IN TUMBLING" - 7. Over and Under Dive

8. Alternate Pulls and Leaps with Double Hands Clasps



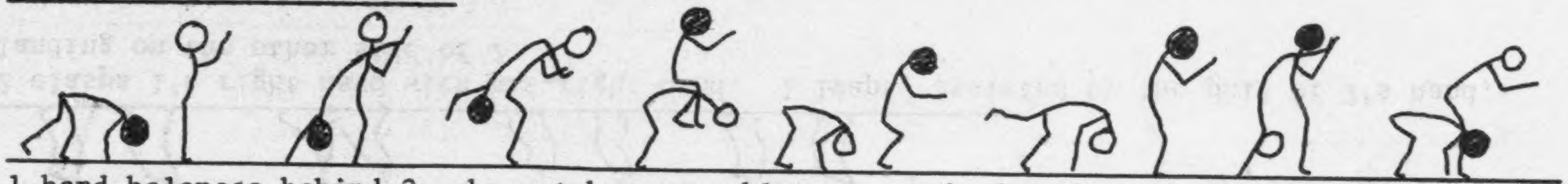
1 and 2 clasp hands, arms crossed. 1 leaps, making a half turn, landing on the opposite side of 2, assisted by the pull of 2's hands. 2 leaps as 1 assists him. This exercise can be done continuously, gaining a great speed at it.

9. Double Rolls, Feint Backward Roll Legs Spread, Dive Through, Double Roll



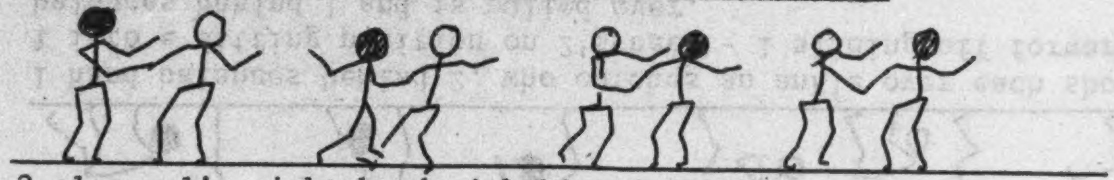
This illustration shows only one double roll at each end and only one dive through to save space. The exercise should have at least two double rolls at each end and two dives through the legs. This is a very pretty exercise if done in a smooth rhythm.

10. Hand Balance and Pull Over



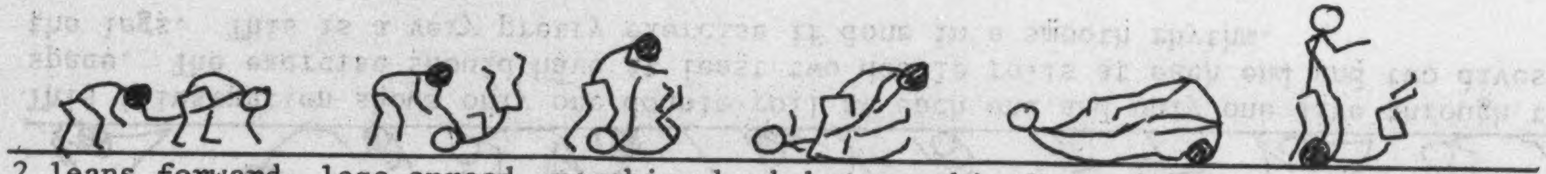
1 hand balances behind 2, who catches an ankle over each shoulder, leaning forward, pulling 1 into a sitting position on 2's back - 1 sliding off forward to his feet. 2 immediately hand balances behind 1 and is pulled over.

11. Alternate Leaps and Pulls with Single Hand Clasp



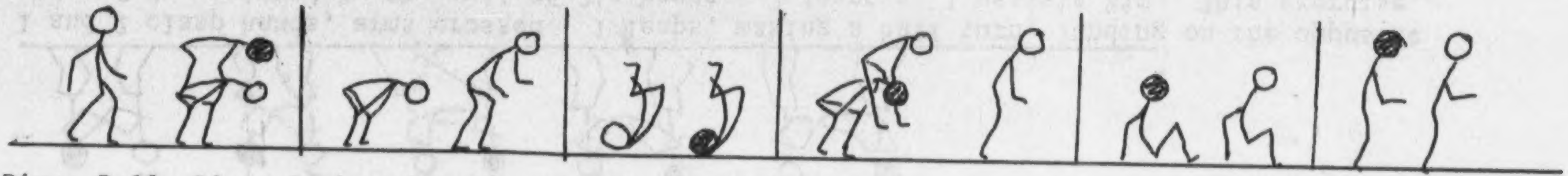
2 clasps 1's right hand with his right hand. 1 leaps, assisted by the pull of 2's hand, landing on the other side of 2.

12. Alternate Roll and Skin the Snake

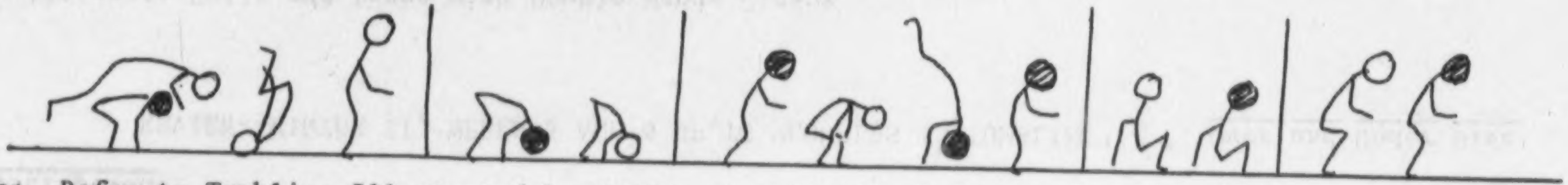


2 leans forward, legs spread, reaching back between his legs with right hand, which is grasped by 1's left hand, who is standing behind. 2 front rolls to his back, legs spread, retaining his hand clasp with 1. 1 walks astraddle of 2 and forward rolls with head between 2's legs, retaining hand clasp. As 1 rolls, he helps 2 to gain his feet by pulling his hand as he rolls forward. A continuous movement is necessary to make this an attractive exercise.

13. Leap Frog, Roll, Leap Frog, Backward Roll. Repeat



14. Dive, Roll, Dive, Backward Roll. Repeat



Note: Refer to Tumbling Illustrated by McClow for additional information and more difficult activities.

GRADE SIX

Spring - 4th Week

FITNESS TESTING

ACTIVITIES:	TIME:	PLACE:
Fitness Testing (Refer back to Fall - 3rd and 4th Week)	5 Class periods	Gymnasium or Playground

GRADE SIX

Spring - 4th Week

FITNESS TESTING

ACTIVITIES:

Fitness Testing

**(Refer back to Fall -
3rd and 4th Week)**

TIME:

5 Class periods

PLACE:

Gymnasium or Playground

BLOOMINGTON PHYSICAL EDUCATION

PROGRESS REPORT GRADE 4, 5, 6

Individual Test Card

It is recommended that the "Individual Test Card" be used during the administration of the test for the collection of individual pupil test data. The card can serve as a handy tool in reporting pupil progress to parents during both conference periods and sent home with the summary report in the spring of the year.

Many teachers have found the card can be used very effectively to provide individual motivation for the pupil to "compete with himself" in the specific areas of the test from fall to spring.

Individual Test Card
Bloomington Physical Education Test

NAME________________ GRADE______

SCHOOL________________

Test Items

	Fall		Spring		Difference	
	Score	%ile	S	%	S	%
Broad Jump (inches)						
Pull-ups						
Potato Race						
Sit-ups						
300-yrds. run-walk						

Class Summary Sheet

The Class Summary Sheet illustrated in brief on this page is recommended for use to collect the testing results and communicate these results to the Physical Education Office. The collection of this information provides an opportunity to develop local norms and provide general assessment of the instructional program. The use of the information by the teachers gives her an opportunity to note general areas of need and to direct and make more efficient her instruction through the selection of appropriate games and activities. The two testing periods make it possible for the teachers to note progress or growth and to modify her instructional program. Care should be taken in collecting the data accurately.

When alphabetizing the class, boys should be alphabetized as one group and girls alphabetized as one group.

TEST I SHORT POTATO RACE: One pre-trial. Two lines are drawn on the floor twelve feet apart. The student starts at one line, dashes to the other line and touches the floor on or across that line with either hand. He then crosses the space between the lines and touches the space on the floor on or across the other outside line. Repeating this as many times as possible in 15 seconds. Score is number of times he touches either line. Do on hard surface.

3 trials -- Score: Sum of the 3

TEST II BROAD JUMP: One pre-trial. Stand with toes touching restraining line. Keep both feet in contact with floor or mat before jumping and land with both feet at the same time. Measure distance from start to nearest mark made to restraining line by heels, hands, or hips.

3 trials - Score: Best of the three
Take all trials at one time - Record in total inches, e.g., 38", 48", 62", etc.

TEST III PULL-UPS: One pre-trial. The bar should be high enough so that the pupil can hang with his arms and legs fully extended and his feet free of the floor. Use the overhand grasp (back of hands toward face, palms away). After assuming the hanging position, the pupil raises his body by his arms until his chin can be placed over the bar and then lowers his body to a full hang as in starting position. The exercise is repeated as many times as possible.

1 trial

Suggestions:

a. The body must not swing during the execution of the movement. The pull must in no way be a snap movement. If the pupil starts swinging, check this by holding your extended arm across the front of the thighs.
b. The knees must not be raised and kicking of the legs is not permitted.
c. If a chair is used to help him reach the bar, be sure he drops down to a full hang before attempting the pull-up. (Many will jump from the chair and pull which is unfair.)
d. The overhand grasp is used to develop strength as a survival technique for climbing walls, hanging from a ledge, etc.
e. In defense of pull-ups for girls, there is no structural difference in boys and girls at this age which makes this any harder for girls than boys. Tradition seems to have kept us from doing this with young children and with girls. A pull-up measures power to lift the body whereas a bent-arm hang measures power to hold in static position. Physical therapists have indicated that an extended hang is very good for posture because it completely stretches the spine. Even if the child is not successful, there is value in the effort.

BLOOMINGTON PHYSICAL EDUCATION PROGRESS REPORT (Cont.)
GRADE 4, 5, 6

TEST IV SIT-UPS: One 15-second pre-trial. Child lies on floor (not mat) with knees up, feet flat on floor with feet as near his hips as possible. Child clasps his hands behind his head or neck, elbows flat on the floor. Partner kneels in front and presses downward on feet of partner. Partner should not hold ankles, sit on feet or sit on floor and try to hold feet. Partner's pressure on the feet is very important. Partner also keeps pushing feet of child taking test toward hips to help retain initial position.

To perform sit-up, child curls his head and elbows forward each time to touch elbow to top of knees. No cross over is used (hard to judge 1st and 2nd grade). Child returns to floor and elbows must touch floor between each turn. The number of times a child touches the top of his knees with elbows in 60 seconds is his score. Knees should be kept together.

TEST V 300 YD. RUN-WALK: Child uses a standing start. At the signal "Ready? Go!" the child starts running the 300 yard distance. The running may be interspersed with walking. It is possible to have 10-15 children run at one time by having the pupils pair off before the start of the event. Then each child listens for and remembers his partner's time as the latter crosses the finish line. The timer merely calls out the times as the children cross the finish line.

Walking is permitted, but the object is to cover the distance in the shortest possible time.

Scoring - Record time in seconds.

ELEMENTARY PHYSICAL EDUCATION TESTING
INTERMEDIATE CLASS RECORD SHEET
Fall and Spring

SCHOOL____________________ GRADE_____ TEACHER___________________________

Pre / Post

STUDENTS' NAME (Alphabetical)	Sex	BROAD JUMP			PULL-UPS			POTATO RACE			SIT-UPS			300 YD RUN-WALK			PROFILE AVG.	
		Score	%ile	Diff	Score	%ile	Diff	Score	%ile	Diff	Score	%ile	Diff	Score	%ile	Diff	%ile	Diff

FOURTH GRADE NORMS

		BOYS					GIRLS						
Stanines	%ile	Standing Broad Jump	Pull Ups	Potato Race	Sit Ups	300-yd Run-Walk	%ile	Standing Broad Jump	Pull Ups	Potato Race	Sit Ups	300-yd Run-Walk	%ile
9 (97-up)	99	72	12	33	50	59	99	69	6	33	42	61	99
	97	67	9	32	45	63	97	66	5	31	40	65	97
8 (90-96)	95	66	7	32	41	66	95	65	4	31	37	69	95
	90	65	5	31	37	67	90	63	3	30	32	70	90
7 (78-89)	85	64	4	31	35	69	85	60	2	29	31	71	85
	80	63	3	30	32	70	80	59	2	29	29	72	80
6 (61-77)	75	61	3	30	30	70	75	58	2	28	27	73	75
	70	60	3	29	29	71	70	57	1	28	26	74	70
	65	60	2	29	28	72	65	56	1	28	24	75	65
5 (41-60)	60	58	2	28	27	73	60	56	1	27	23	75	60
	55	57	2	28	26	74	55	55	1	27	22	76	55
	50	56	1	28	24	75	50	53	1	27	21	77	50
	45	56	1	27	23	75	45	53	1	26	21	78	45
4 (24-40)	40	55	1	27	22	76	40	52	1	26	20	79	40
	35	54	1	27	21	77	35	51	1	26	18	80	35
	30	53	1	26	20	79	30	50	1	25	17	81	30
	25	52	1	26	19	80	25	49	1	25	16	83	25
3 (12-23)	20	51	1	25	18	81	20	48	1	24	15	84	20
	15	50	1	25	16	83	15	46	1	24	13	86	15
2 (5-11)	10	49	1	24	13	85	10	44	1	24	10	88	10
	5	46	1	24	9	91	5	42	1	22	4	91	5
1 (4-Below)	3	44	1	23	8	112	3	41	1	22	3	111	3
	1	42	1	21	2	133	1	39	1	21	2	132	1

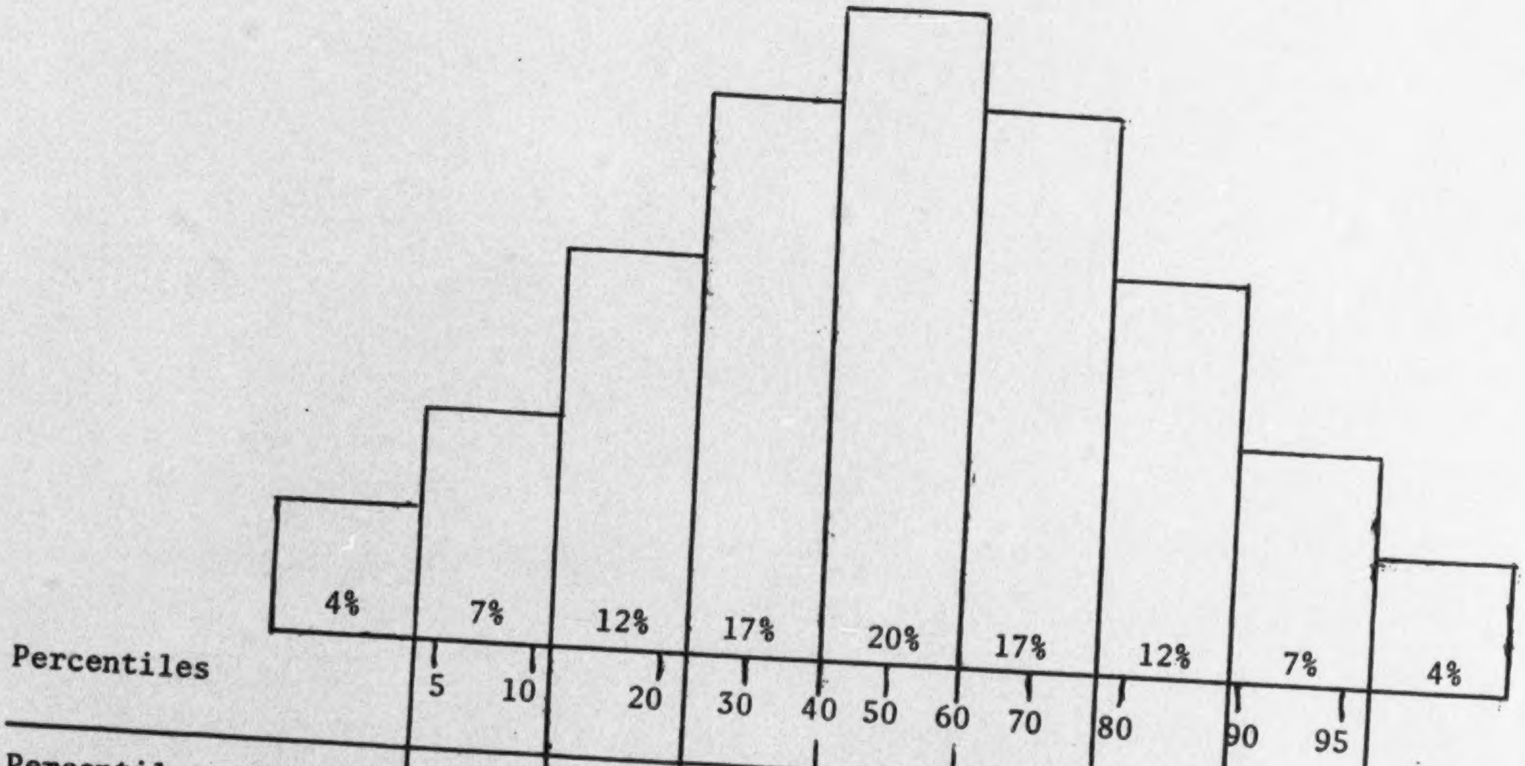
STANINES. While percentiles are extremely useful in student counseling, stanines are often used because of their clarity and convenience. The use of stanine overcomes one inconvenience inherent in percentiles -- that is, that percentile units at various positions on the scale are not equal. This lack of equality precludes the use of percentiles in computing means or conducting correlational analyses.

Stanines are a simple set of equal-unit standard scores derived from percentiles. Each stanine corresponds to a specified set of percentiles. In terms of the normal curve, stanines are units ranging from 1 to 9, with a mean of 5 and a standard deviation of 2. The fact that stanines are equal units means that they can be meaningfully averaged and used in other statistical analyses.

Interpretation of student scores is facilitated by stanines, since it is easy to keep in mind the relative level of performance represented by each stanine, and since the scale is fine enough to meet the information requirements of individual counseling.

As is true of percentiles, stanines provide comparisons with performance of other students, and a student's performance should compare with that of other students in his grade.

Standards and Expectations. Grade equivalents, percentiles, and stanines are, by their very nature, comparisons with the performance of the national sample of students tested in the standardization program. Though these national norms provide a meaningful basis for the interpretation of test scores, they should not be considered an absolute standard for students, classes, schools, or school systems. In each instance they should be regarded only as a point of departure in assessing whether goals appropriate to the situation are being met. In evaluating the test results of a student, it is particularly important to consider what he is capable of doing. An average ranking may be quite commendable for one student, yet represent only mediocre performance for a more capable classmate.



Percentile Range	4 and below	5 to 11	12 to 23	24 to 40	41 to 60	61 to 77	78 to 89	90 to 96	and above
STANINE	1	2	3	4	5	6	7	8	9
Interpretation of Individual Performance	POOR	BELOW AVERAGE		AVERAGE			ABOVE AVERAGE		SUPERIOR

GRADE SIX

Spring - 5th Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Double Rope Skip	1-2 Class periods	Gymnasium or playground
Softball Twenty-One	1-2 Class periods	Playground
Elimination Pass	1 Class period	Gymnasium or playground

ACTIVITIES	OBJECTIVES	EVALUATION
DOUBLE ROPE SKIP	**Physical**: To develop partner cooperation in rope skipping	
Time: 1-2 Class periods	**Social**: To develop teamwork	
Warm-ups: Chicken fat		

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: 10 ft. Jump rope

Description: Pupils are arranged by pairs by linking their inside elbows. A ten foot jumping rope is held with the outside hand. The first pair runs forward by means of skipping rope to the turning point and returns in the same manner, touching off the next pair who continues in the same manner until all pupils have completed the relay.

ACTIVITIES	OBJECTIVES	EVALUATION
SOFTBALL: TWENTY-ONE	**Intellectual**: To review softball rules	
Time: 1-2 Class periods	**Physical**: To review softball skills **Social**: To use teamwork	
Warm-ups: The coordinator Jumping jack	**Self-Realization**: To develop confidence because of the number of different ways to score points for your team	

INSTRUCTIONAL APPROACH

Area: Playground

Equipment: Softball - Softball bat

Safety: Make batting team stay on the opposite side of the hitter

Description: The field and the players are arranged as in softball. There is one scorer for each team.

The game is played in the same manner as softball, except that a runner receives a point for each base he touches without being put out. The team first making twenty-one points wins.

Scoring:		
	out at first	no point
	out at second	1 point
	out at third	2 points
	out at home	3 points
	home run	4 points

Note: A batter must hit the ball in order to advance to first base in this game. He cannot be awarded a base on four balls.

ACTIVITIES	OBJECTIVES	EVALUATION
ELIMINATION	**Intellectual:** To develop alertness	
Time: 1 Class period	**Physical:** To develop passing skills and ball handling skills	
Warm-ups: Windmill Bobber Bouncing ball Conditioning		

INSTRUCTIONAL APPROACH

Area: Gymnasium or playground

Equipment: 1 Basketball

Description: 10-20 players in a single circle, facing center. Players are four feet apart. One circle player has the ball. The teacher does the calling.

The ball is passed around the circle from one player to the next. When the teacher says "Change," the players must reverse the direction of the ball immediately. A player may pass the ball in any way he chooses, but must send it along quickly and accurately. Any pass which a receiving player can touch with both hands is a fair pass if it is not thrown too hard. Players who drop the ball or make impossible throws are eliminated and leave the circle. The last player remaining in the game wins.

GRADE SIX

Spring - 7th Week

SIMPLE GAMES AND RECREATIONAL ACTIVITIES

ACTIVITIES:	TIME:	PLACE:
Home Run Ball (Softball)	1-2 Class periods	Playground
Work Up	1-2 Class periods	Playground
Class Choice	1 Class period	Playground

ACTIVITIES	OBJECTIVES	EVALUATION
SOFTBALL - HOME RUN BALL	Intellectual: To develop an understanding of softball rules	
Time: 1-2 Class periods	Physical: To review basic softball skills (throwing, catching, running, etc.)	
Warm-ups: Chicken Fat	Social: To use teamwork	

INSTRUCTIONAL APPROACH

Area: Playground

Equipment: Softball and Softball bats

Description: There are two equal teams, one team taking the field and the other lined up behind home plate. The first player throws the ball to the outfield and runs around the bases. The ball is retrieved and thrown to first base, then to second, third, and home plate. If the ball makes the round of the bases first, the runner is out. A ball caught on the fly puts the runner out. The remaining rules are the same as those of softball.

ACTIVITIES	OBJECTIVES	EVALUATION
SOFTBALL - WORK UP	Intellectual: To use strategy and to develop knowledge and understanding of the rules	
Time: 1-2 Class periods	Physical: To review basic softball skills	
Warm-ups: Tortoise and Hare Windmill Bobber	Social: To develop respect for all players regardless of ability	

INSTRUCTIONAL APPROACH

Area: Playground

Equipment: Softball and Softball bats

Description: Three players are at bat and the remainder of the players are out in the field. The players at bat must hit the ball and get to first base or succeeding bases before he can be put out at any of the bases in the normal manner of baseball. If there are not enough players, "pitchers out" may be played; i.e., after the ball is hit safely, the ball must be thrown to the pitcher, instead of to first base, to put the runner out. The batters continue in the same manner. However, the third batter must hit the first batter in, if both of the previous batters are on bases. If the third batter does not thus succeed, he is automatically out. Any fielder who puts a batter out becomes the next pitcher. The pitcher becomes the catcher and on the next put-out becomes a batter. If the pitcher puts a batter out by himself, he may select a new pitcher. The batter with the most runs at the end of the game wins the game.

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BLOOMINGTON PUBLIC SCHOOLS
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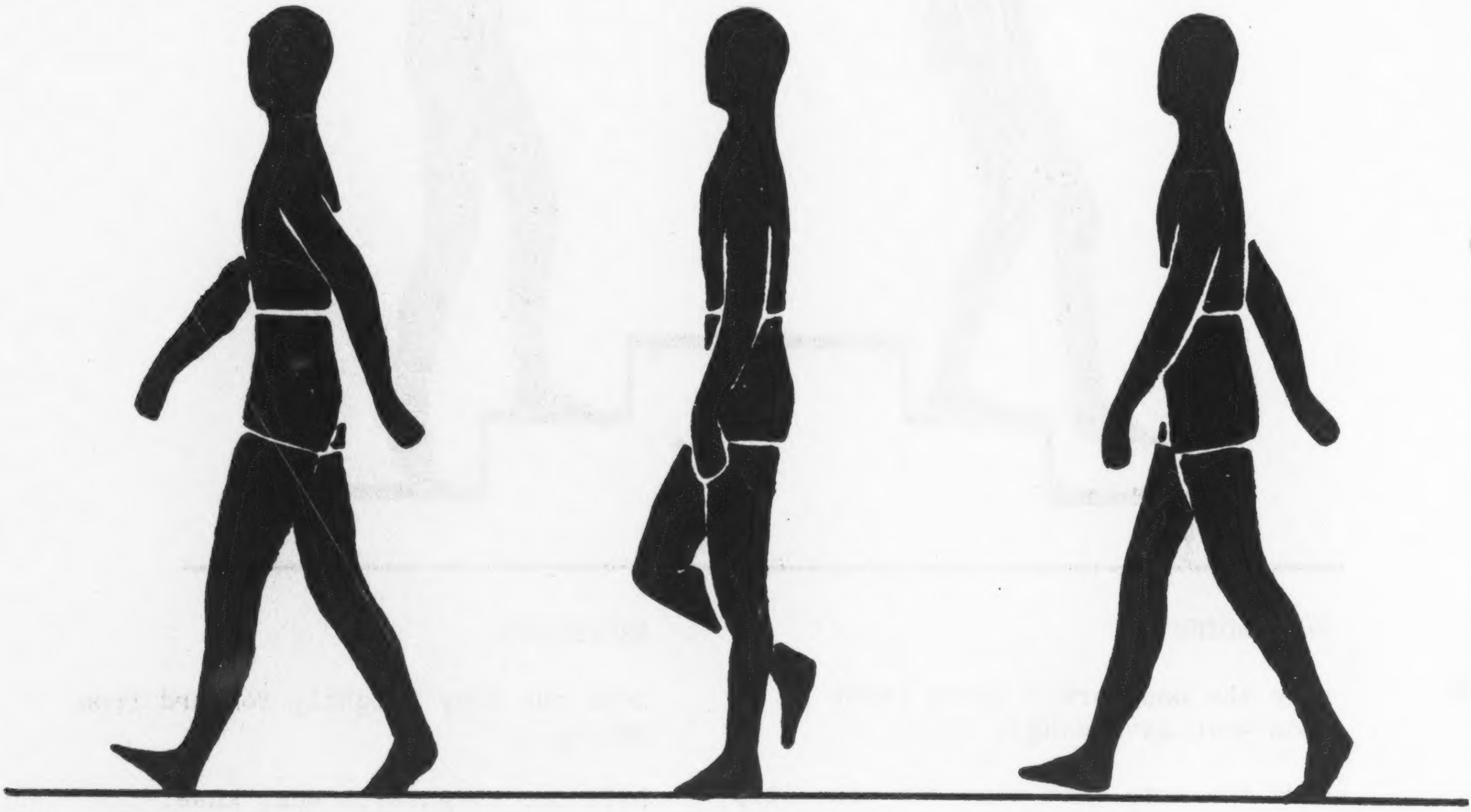
APPENDIX

POSTURE IN EVERYDAY MOVEMENTS

The skills used in the performance of such movements as lifting, carrying, reaching, stooping, pushing, pulling, jumping, sitting, standing, and walking should be an integral part of the corrective physical education instructional program. When the correct principles of body mechanics are applied in everyday movements, the body is being used efficiently without muscular strain or wasted energy. Since the pupil is performing these skills daily, emphasis should be placed on dynamic posture.

CORRECT WALKING POSTURE



The body is in correct alignment.

Body weight comes first on the heel or calcaneus.

Weight transfers from heel toward outer border of foot and to ball of foot and toes. The toes point straight ahead.

The toes give a strong push-off for next step.

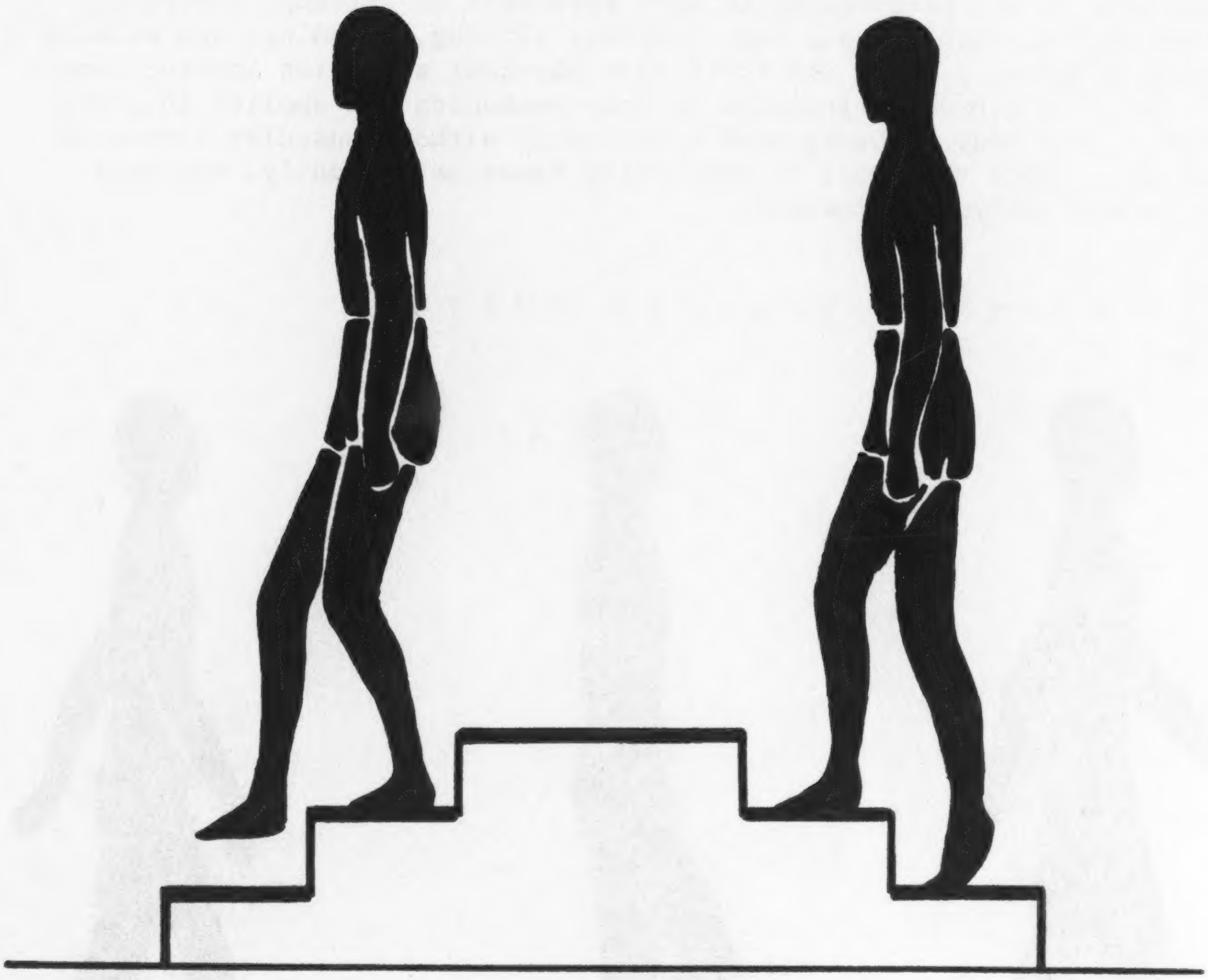
Arms swing freely and in alternation with the legs.

Body weight shifts smoothly and rhythmically.

Body moves as a complete unit.

Length of step or stride depends on length of leg.

CLIMBING AND DESCENDING STAIRS



DESCENDING

Keep the body erect (more erect than when ascending).

Have the free foot over the next step.

Bend the knee and ankle of the supporting leg.

Lower the body until the ball of the free foot makes contact squarely in the center of the step.

Transfer weight to forward foot (the other knee flexed).

Lift the rear foot, swing the leg forward, and extend the knee to bring foot over the next step.

Continue action.

ASCENDING

Lean the body slightly forward from ankles.

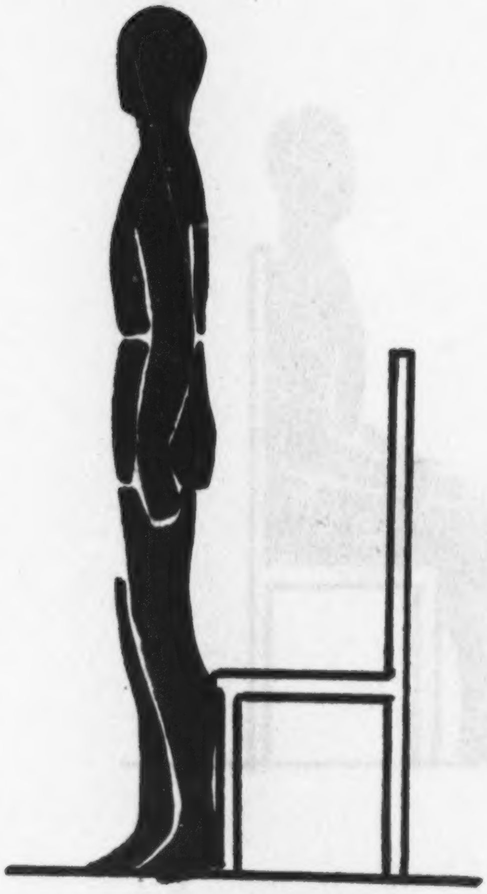
Lift the thigh with bent knee.

Place the foot firmly on the next step, not just on the edge of step.

Straighten the bent knee, lifting the body.

Keep body segments in good alignment.

SITTING AND RISING



LOWERING ONESELF INTO A CHAIR

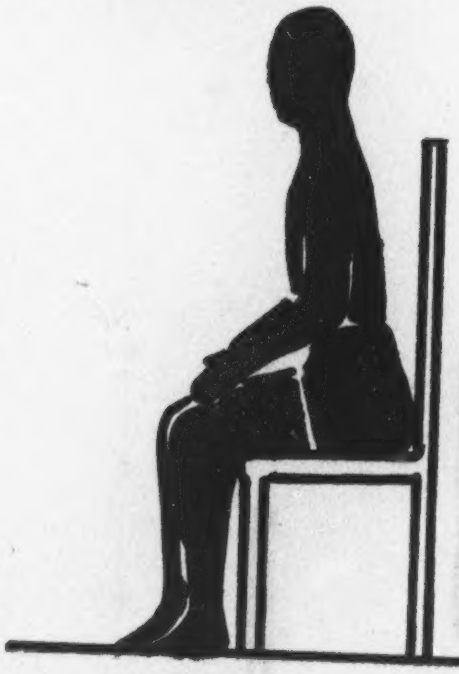
Stand close to chair (back toward chair) in forward stride position.

Have the rear leg touching chair.

Lean forward slightly, bend the knees, and lower the body into the chair by using the leg muscles (hips in and under).

Transfer weight to the rear foot in lowering the body.

Keep the body under control and lower the body slowly and smoothly into the chair.



SITTING

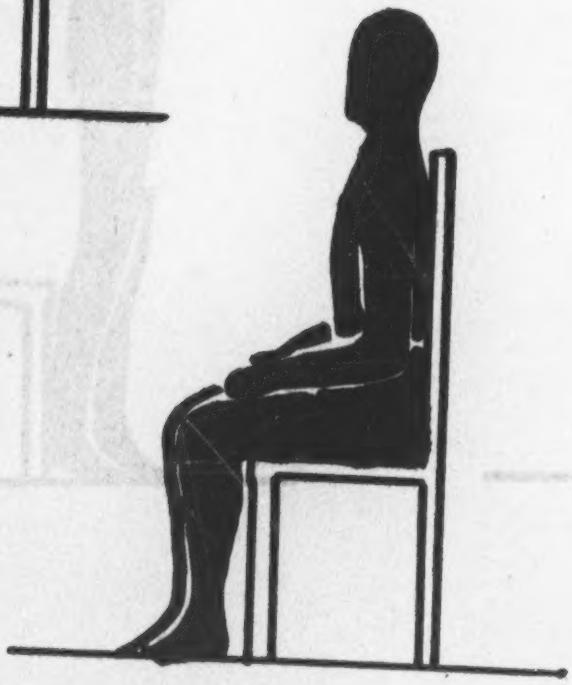
Sit on the tuberosities of the ischia, not on the base of the spine.

Have the hips against the back of the chair.

Place the feet flat on the floor, close together.

Keep the knees close together.

Keep the body in good alignment.



Change the position of the feet by:

Placing one foot forward

Crossing legs above knee, alternating position frequently to relieve pressure.

Crossing ankles

While working, lean forward from the hips, not from the waist.

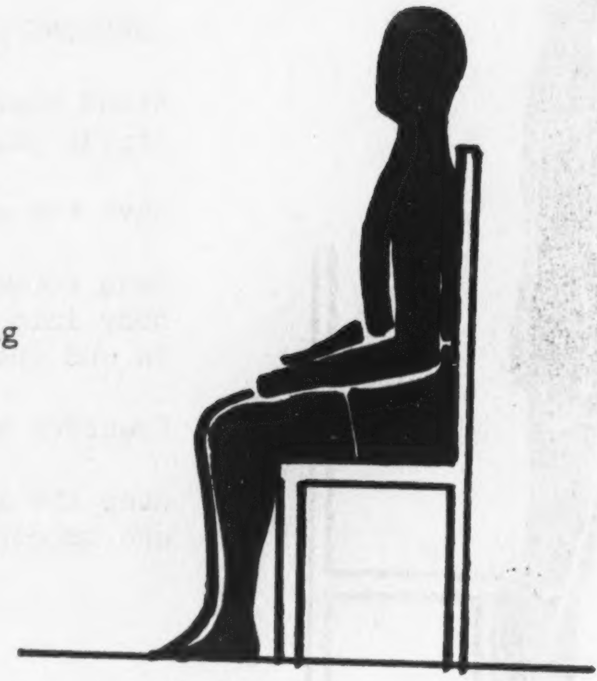
Place the feet in a forward stride position, with the rear foot close to the chair and the heel raised.

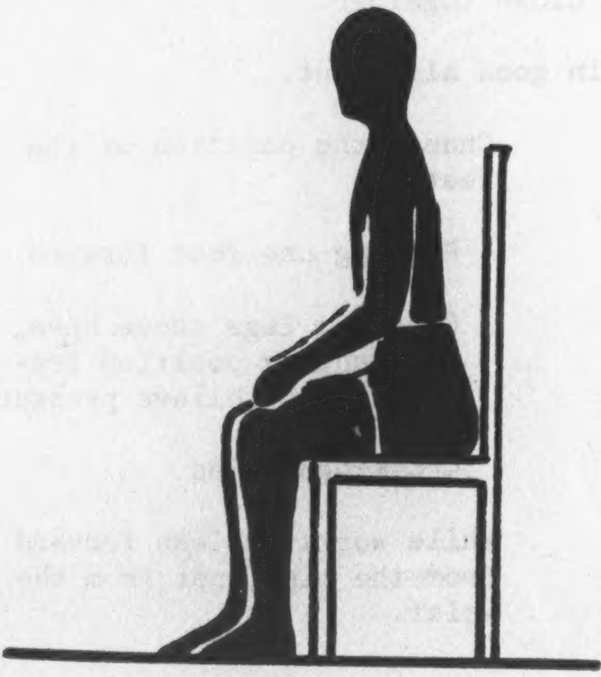
Lean slightly forward from the hips, keeping the head and trunk in correct alignment.

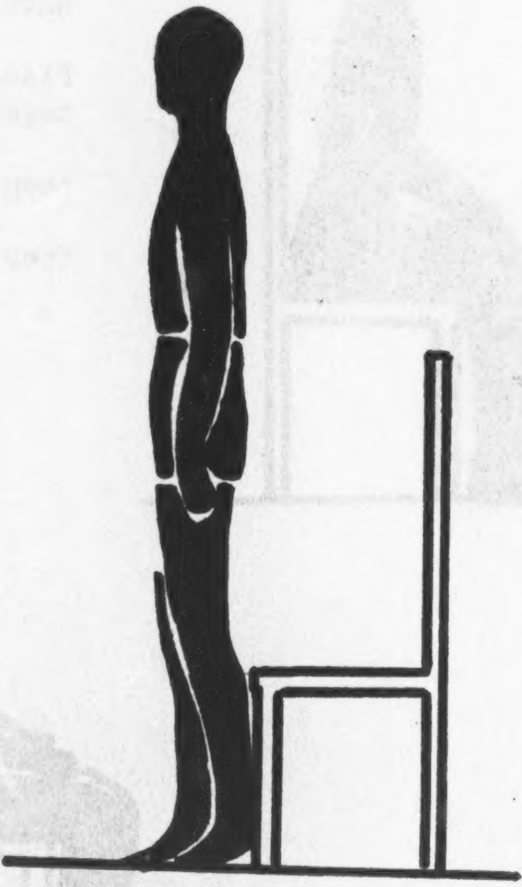
Extend the hip and knee joints, pushing off from the toes of the rear foot to lift the body to the correct standing position (hips in and under).

Transfer the weight to the forward foot and step away from the chair with the free foot.

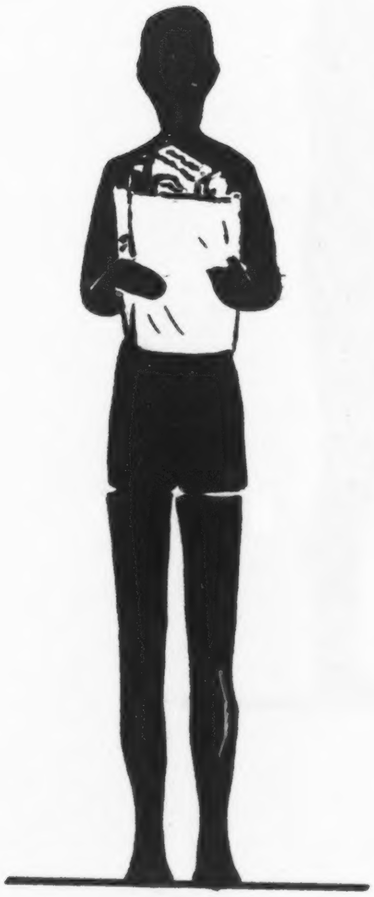
When rising from a low, deep, upholstered chair, the pupil may use the arms to assist in lifting the weight of the body.

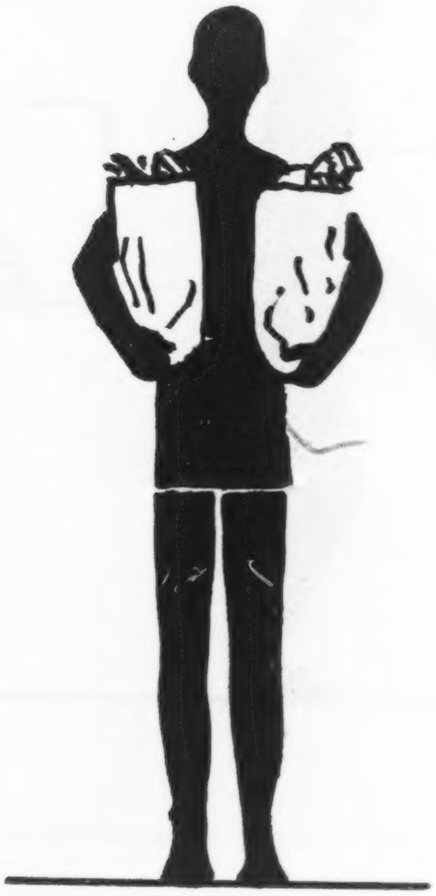


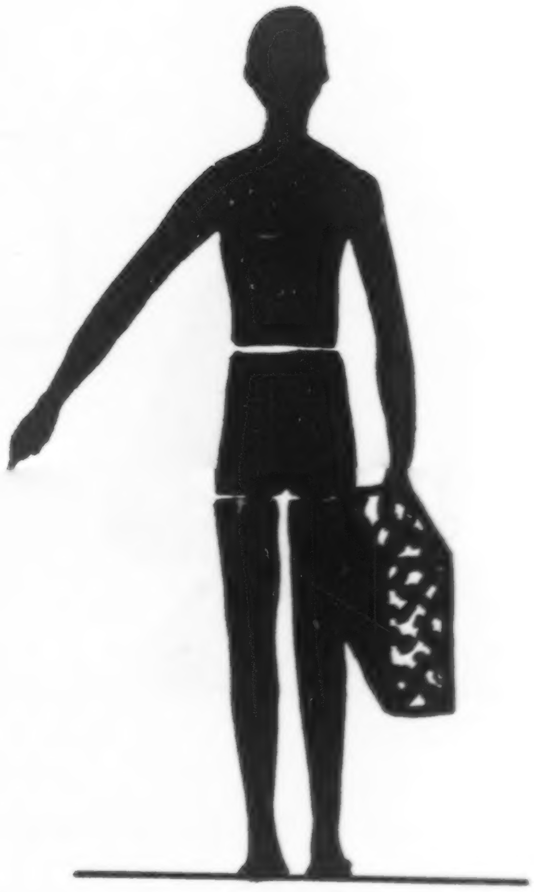




CARRYING AN OBJECT







Adapt the method of carrying an object to its size, shape, weight, the ease with which the object can be grasped, and the distance it is to be carried.

Remain as tall and erect as possible.

Keep the load close to the body.

When carrying objects with handles:

- Carry to one side with free arm abducted to counterbalance the load.
- Shift object frequently from one hand to other
- Keep body in balanced alignment
- Divide weight into equal parts when possible

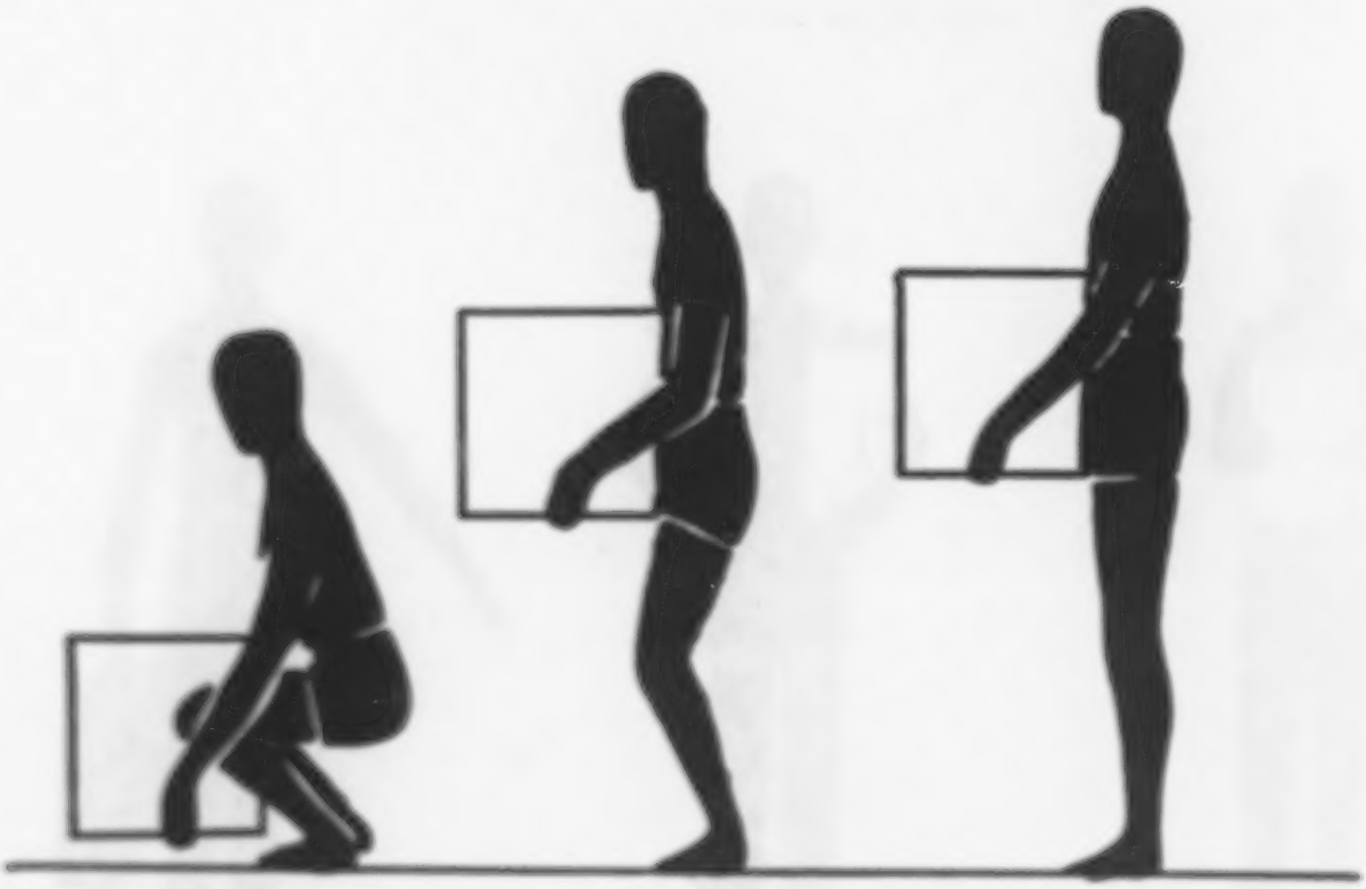
When carrying books or bundles:

- Keep object close to body but not resting on hips
- Alternate sides
- Carry load in front of body for short distances

Heavier objects, or objects such as a laundry bag, may be carried on the shoulder or the back.

Carry objects so that they do not interfere with vision or walking.

LIFTING A HEAVY OBJECT



If the object is too large or too heavy, have someone assist.

Step closer to the object, facing it squarely, with the feet fairly wide apart (8 to 12 inches). One foot may be slightly in advance of the other.

Bend the knees outward and use the leg muscles to lower the body to the object.

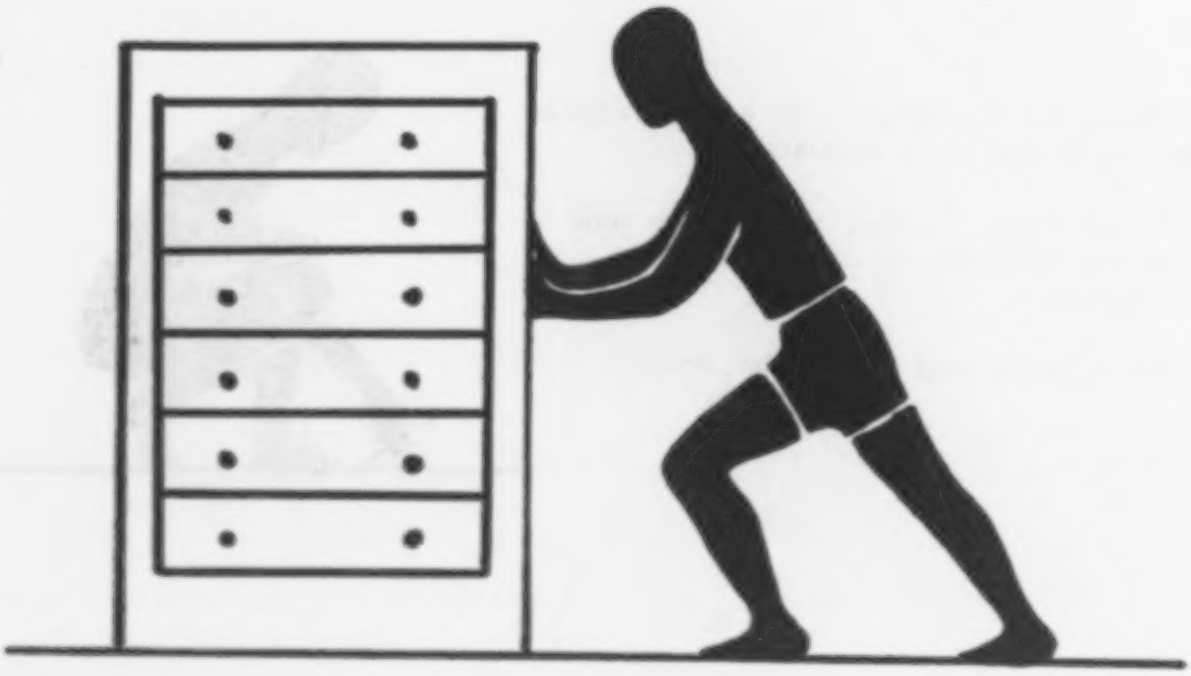
Grasp the object firmly and keep it as close as possible to the body.

Lift the object, using the muscles of the legs. Keep the back straight and well-balanced over the legs.

The extensors of the ankles, knees, and hips should be used for lifting, not the extensors of the spine.

When lifting a heavy object which has a handle, such as a suitcase, use the muscles of the legs, not the lateral trunk muscles.

PUSHING



Apply the force near the center of gravity of the object.

Place one foot forward.

Lean forward.

Keep the back straight.

Push with the legs.

Keep knees slightly flexed.

In pushing an extremely heavy object, place the back against it and push by extending the legs.

PULLING

Stand with one foot forward allowing the body weight to move easily back and forth over base.

Have knees and hips slightly flexed.

Use muscles of legs to supply force.

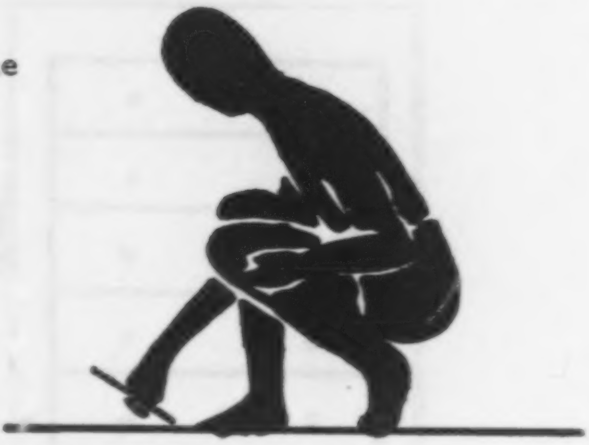
Extend arms straight forward from shoulders and keep arms straight during pulling action.

STOOPING

Stand close to the object in a confortable stance, with one foot forward.

Bend at the hips, knees, and ankles and use the leg muscles to lower the body to the object.

Keep the hips in and under the body.



REACHING

Keep the body segments aligned over the base of support.

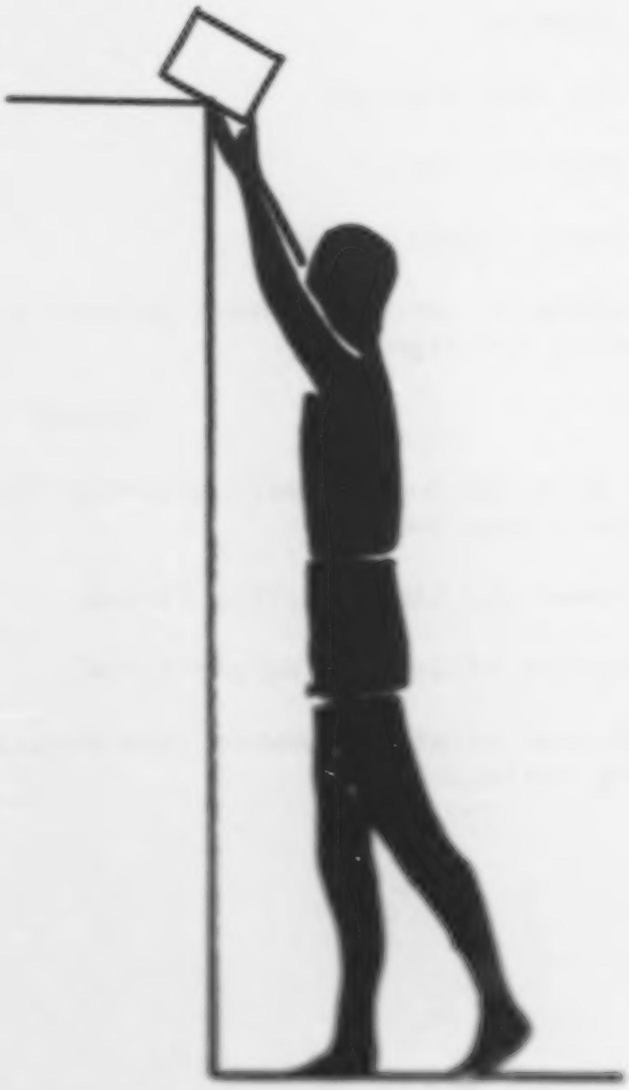
Place the feet in a stride position, one foot forward and the other back.

Reach forward-upward, but never directly upward.

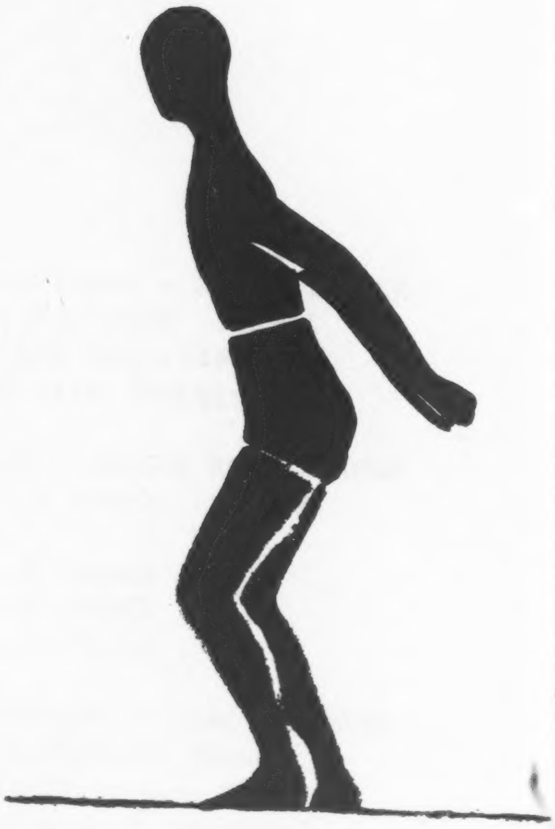
Keep the object as clase to the body as possible in lowering it.

Use a stepladder if necessary.

The danger of strain may be removed by keeping the body in alignment. The lower back should not be allowed to hyperextend.



JUMPING



Incline the body slightly forward, flex the knees and hips, lower the body to a crouch position, and swing the arms backward.

Forcibly push off with the toes, extending ankles, knees, and hips; and swing the arms forward with a "shoulder lift".

Land lightly on the balls of the feet, with the ankles, knees and hips flexed.

NOTE: At the moment of impact, the fall of the body is broken evenly by "giving" at the ankle, knee and hip joints.

STANDING FOR LONG PERIODS OF TIME

Have feet parallel and apart with the weight evenly divided between both feet.

Vary the distance between the feet.

Have knees "easy."

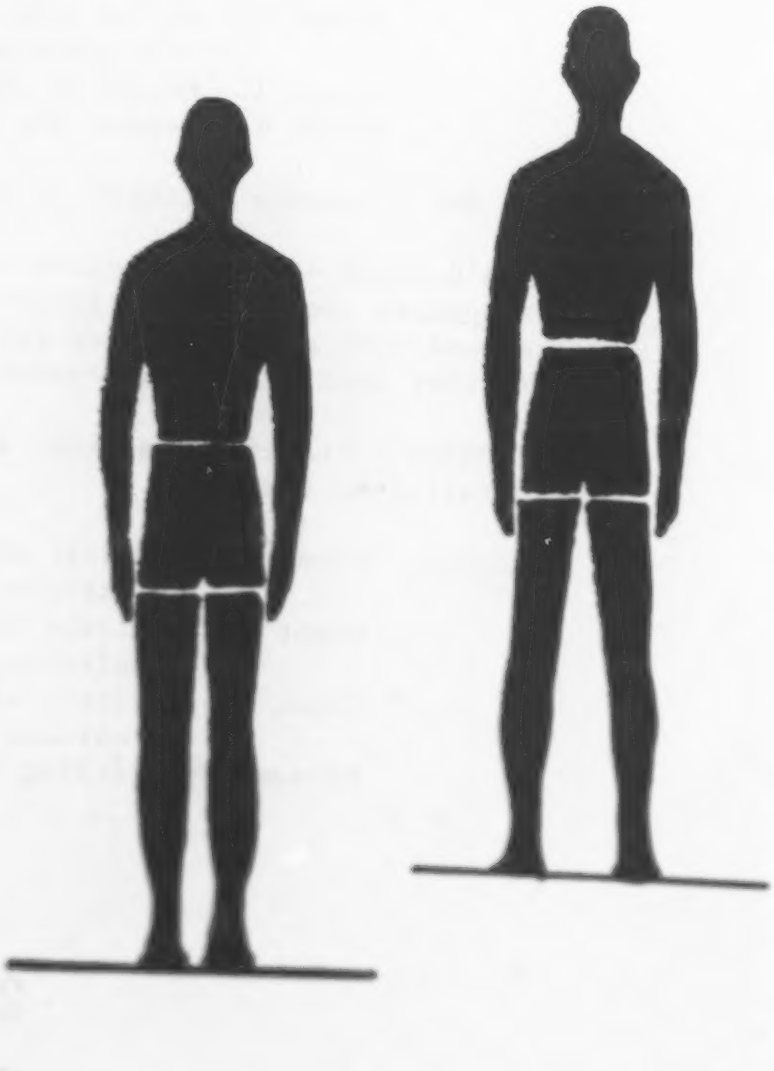
One foot may be placed ahead of the other.

The weight may be shifted to one foot, but the feet should be fairly close together and the pelvis level.

The position of the feet should be changed frequently.

Vary the position of the arms.

Keep all body segments aligned.



WARM-UPS

ARM CIRCLING - Stand with feet apart and arms straight out to sides at shoulder level. Make small circling movements clockwise from shoulders, keeping arms straight and gradually increase the size of the circles. Decrease to original size of circle. Start with five and gradually increase.

BOBBER (TOE TOUCH) - Starting position: Pupil stands at attention.
Action: Count 1. Bend trunk forward and downward, keeping knees straight and touching fingers to the ankles.
Count 2. Bounce, touching fingers to top of feet.
Count 3. Bounce, touching fingers to toes.
Count 4. Return to starting position.

BOUNCING BALL - Starting position: Pupil assumes push-up position by bending forward extending the arms and placing the hands on the floor, shoulder width apart, fingers pointing forward, and extending trunk and legs backward in a straight line. The body is supported on the hands and toes.

Action: Bounce up and down by a series of short, upward springs (Try clapping hands together while body is in the air.)

BURPEES - Starting position: Pupil stands at attention.
Action: Count 1. The pupil bends to a squatting position placing his hands on the floor, arms between legs.
Count 2. Extend legs straight backwards, feet together, assuming the push-up position.
Count 3. Return to squatting position
Count 4. Resume the upright position.

CHICKEN FAT - Warm-up activity on record.

COACHMAN'S SWING - Sitting, cross-legged, or standing back erect, strong abdominal contraction. Extend arms to sides, then vigorously wrap them around body as far as they will go. Extend, wrap, pushing shoulders farther back on each extension.

CONDITIONING - Starting position: Stand with arm extended out to the side parallel to the floor.

Action: Count 1-4. Circle with full arm swing backwards in small circles on 4 counts.
Count 1-4. Circle with full arm swing backwards in medium circles on 4 counts.
Count 1-4. Circle with full arm swing backwards in large circles on 4 counts.
Reverse by circling forward, in small, medium and large circles

COORDINATION - Position: Standing, arms at side, feet together

Action:
Count 1. Bring left hand to chest, thumb in.
Count 2. Bring right hand to same position as left.
Count 3. Stretch left hand above head, thumb at back, fingers extended straight up.
Count 4. Same as #3 using right hand.

Count 1. Same as #1 going down, however, right hand remain above.
Count 2. Bring right hand to same position as left.
Count 3. Left hand brought down to left side.
Count 4. Right hand brought down to right side.

COORDINATOR - Starting position: Pupil stands at attention

Action:
Count 1. Hop on left foot, swinging right leg forward, touching toe to floor in front of left foot. meanwhile, bringing both arms forward to shoulder level, fully extended.
Count 2. Hop again on left foot, swinging right foot to the right side and touching toe to floor; meanwhile, flinging arms sideward at shoulder level.
Count 3. Hop again on left foot, returning to position of Count 1
Count 4. Hop again on left foot, returning to starting position. Repeat, hopping on right foot. Continue, alternately hopping on each foot. As exercise is mastered, tempo should be increased.

FOOT ROCKER - Stand erect, feet about 3" apart, and very slightly pigeon-toed. Rise up on toes, lifting the heels from the floor, then lower the heels and lift front part of the foot from the floor.

HEAD RAISER - Starting position: Pupil lies on back, knees flexed, feet pulled close to buttocks, soles of feet on floor, arms at sides.

Action:
Count 1. Raise head and upper back off floor, tensing abdominal muscles.
Count 2. Return to starting position

As abdominal strength increases, the distance head and upper back are raised from the floor should be gradually increased.

HEEL RAISING - Rise to toes, 4 counts up and 4 counts down, coming down on outer border of feet.

HEEL-TOE (SQUAT JUMPS) - Starting position: Left foot about 8" forward, hands clasped on top of head.

Action:
Count 1. Sit on right heel
Count 2. Bounce from this position and spring upward, knees straight. Change position of feet.
Count 3. Drop to squat on left heel
Count 4. Spring and change position of feet.

JACK-KNIFE LIFT - Lie on the floor on back, body fully extended, arms close to sides. With strong abdominal pull and lift of legs, come to a jack-knife position. Legs are straight, back is straight and neither flexed nor over-extended. Arms move forward at the same time until the hands touch the thighs. Elbows are extended. Return to lying position.

JUMPER (JUMP AND STRETCH) - Starting position: Stand with feet about a foot apart, knees slightly bent, arms raised backward.

Action: Count 1. Swing arms forward and jump upward.
Count 2. Swing arms backward and jump upward.
Count 3. Swing arms forward, upward and jump upward about 1 foot
Count 4. Swing arms backward and jump upward.

JUMPING JACK - Starting position: Pupil stands at attention.
Action: Count 1. Swing arms sideward and upward, touching hands above head (arms straight) while simultaneously moving feet sideward and apart in a single jumping motion.
Count 2. Spring back to the starting position.

KNEE BENDS - Good standing position with hands on hips. Go from standing position to squat position and back to standing. Repeat as desired.

LATERAL BOUNCE

a. Standing stride, left arm down at side, right arm curved overhead, bounce straight sideward left 8 counts and repeat to the right.

b. Standing with right arm raised overhead and left arm against ribs near arm pit, push right arm to left while pushing against ribs with left hand in quick spring motion. Three times to one side, Then reverse and bounce three times.

LEG EXTENSION - Starting position: Pupil sits, legs extended, body erect and hands on hips.

Action: Count 1. With a quick, vigorous action, raise and flex the knees by dragging feet backward toward the buttocks with the toes lightly touching the ground.
Count 2. Extend the legs back to the starting position. The head and shoulders should be held high throughout the exercise.

LEG LIFTS (STRAIGHT) - Starting position: Supine position on floor, fingers of both hands interlaced behind the neck.

Action: Counts 1-3. Pupils raise legs 6" off the floor for a count of three. Lower slowly (make sure legs are not bent.)

LEG RAISER - Starting position: Lie on back, arms stretched sideways.
Action: Count 1. Raise legs slowly swinging them overhead and touching toes to ground above head.
Count 2. Lower legs slowly to starting position. The count is slow.

LUMBER JACK - Starting position: Standing (10 counts)

Action: Count 1. Left foot out to side
2. Form an "ax" with hands folded at the chest
3. Stretch "ax" above the head
4. Chop from waist with "ax" at left foot
5. Chop in center
6. Chop at right foot
7. Stand with "ax" above the head
8. Bring "ax" back down to chest position
9. Bring arms to your side
10. Return to original position, standing.

PROPELLERS (ARM CIRCLES) - Starting position: Pupil stands erect, arms extended sideward at shoulder height, palms up.

Action: Describe small circles backward with hands. Keep head erect. Turn palms down, describe small circles forward.

PULL STRETCHER - Starting position: Two pupils sit facing each other, legs apart and extended, so that the soles of their feet are in contact. Pupils grasp hands with fingers interlocked.

Action: One pupil attempts to bring his own trunk as close to the floor as possible. The other pupil aids by pulling his partner forward. The exercise is continued as partners reverse actions. The legs must be kept spread and straight throughout the exercise.

PUSH-UPS - Start from a front leaning position, body straight, being held by arms. Lower body to ground touching only chin and return to starting position. Be sure body does not sag. Boys and girls in Grades 1 and 2 may place their feet against the wall for added support.

ROWER (Boys) - Starting position: Lie on back, arms extended overhead. Keep feet flat on the ground, legs straight.

Action: Count 1. Sit up, and at the same time, draw knees to chest, leaning forward and swinging arms forward to a "rowing" position.

Count 2. Return to starting position

RUN IN PLACE (see TORTOISE AND HARE)

SIDE BENDER - Starting position: Feet about 30" apart, arms extended overhead, hands clasped.

Action: Count 1. Bend sideward left

Count 2-3. Continue bend to left trying to go deeper on each count.

Count 4. Return to starting position. Same right

SIT-UPS -

(Grades 1-2) From a lying position, back on the floor, with hands on hips and feet held together and down by another member of the class, raise the trunk forward to an upright or vertical position. Return to starting position. Total number completed is the method of scoring.

(Grades 3-6) From a lying position, back on the floor, fingers of both hands interlaced behind the neck and with feet held together and down by another member of the class, raise the trunk forward and move downward rotating so that the right elbow touches the left knee. Return to starting position. On the next sit-up, the left elbow touches the right knee.

SITTING BOUNCE - Long sitting position with legs spread. Reaching out with hands together, bounce 3 times over right foot and 3 times over left foot. Repeat.

SPRINTER (see TREADMILL)

SQUAT BENDER - Starting position: Feet slightly apart, and elbows with fists at shoulders.

Action:
Count 1. Bend knees deeply and thrust arms forward, keeping body erect.
Count 2. Return to starting position
Count 3. Bend trunk forward, and thrust arms downward, touching toes, keeping knees straight
Count 4. Return to starting position

SQUAT JUMPS (see HEEL-TOE)

TOE TOUCH (see BOBBER)

TORTOISE AND HARE (RUNNING IN PLACE) - Starting position: Pupil stands at attention.

Action:
Count 1. Jog slowly in place
Count 2. On the command, "Hare," the tempo doubles. The knees are lifted high, while arms pump vigorously
Count 3. On the command "Tortoise," the tempo is slowed to an easy jog. Repeat the commands. "Tortoise" "Hare"

TREADMILL (SPRINTER) - From a forward roll starting position, have pupil extend one leg to rear and begin extending alternately right and left legs to rear and to forward position.

TRUNK TWISTER - Starting position: Feet about 24" apart, hands clasped behind head, elbows well back, chin in.

Action: Count 1. Bend trunk forward
Count 2. "Bounce" trunk downward and at the same time rotate trunk to the left.
Count 3. "Bounce" trunk downward and rotate trunk to right
Count 4. Return to starting position.

WINDMILL - Starting position: Pupil stands with feet spread shoulder width apart, arms extended sideward to shoulder level, palms down.

Action: Count 1. Twist and bend trunk, bringing the right hand to the left toe, keeping arms and legs straight.
Count 2. Remain with the trunk in the same position (head in the same fixed spot) and touch the left hand to the right toe.
Count 3. Reverse Count 2, touching right hand to left toe. Continue at rapid tempo, touching toes with opposite hand.

WING STRETCHER - Starting position: Stand erect, raise elbows to shoulder height, fists clenched, palms down in front of chest.

Action: Thrust elbows backward vigorously and return. Be sure head remains erect. Keep elbows at shoulder height.

CLASSROOM ACTIVITIES

AISLE PASS RELAY - Players sit down. The first player in each line has an object to be passed. At the leader's command, he passes it back with his left hand to the pupil seated in back of him, etc. The last pupil changes it to his right hand and then passes it forward to the next pupil. The row getting the object back to the starting point first wins.

ANIMAL BLIND MAN'S BLUFF - The circle is formed with one person blindfolded in the center. When the center person claps his hands three times the circle stops and he points the stick to someone who takes the end of it. The blindfolded one instructs the other to make a noise like a cat, duck, anything. As his instructions are followed, the blind man tries to guess who made the noise. If he guesses correctly, they change places.

BASTE THE BEAR - One player is bear and sits in the center. The bear chooses a second player to be his keeper, the two grasp right hands. The object of the players is to tag the bear without themselves being tagged by the keeper of the bear. The players may only attack when the keeper calls "My bear is free." Should a player strike at any other time, they change places.

BEAN BAG TAG - This may be played seated or standing. A bean bag is used and passed from one player to another. "It" tries to tag the person who has the bean bag. If he succeeds the one tagged becomes "It." If this is too difficult for one "It," use two of them.

BEAN BAG TARGET THROW - Draw a circle on the board. Stand away and throw with the underhand throw. If the bag hits the circle, score one for that team.

BIRDS FLY - The players stand in the aisles. The leader stands in front of the class and says, "Birds fly" at the same time she raises her arms to shoulder level and immediately lets them sink. The class imitates. When any animal or insect is named that flies, all should raise and sink arms. If they fail to do this at once, they must sit. If one is named that does not fly and the flying movement is made, the player must sit.

BLINDMAN'S BLUFF - One child in the center of the circle is blindfolded, holding a pointer. The circle moves around until he taps three times. He points with the pointer and the person steps into the circle and the blindfolded one tries to catch him and guess who he is. If he guesses, they change places, if not he continues to be "It."

CAT AND MICE - The cat takes its place under the teacher's desk. Five mice creep up and scratch on the desk. When the cat hears the scratching, she scrambles out and attempts to catch a mouse before it can reach its seat.

CATCH THE CANE - The player with the cane or yardstick stands in front of the room, the tip of his fingers on the top. He calls someone's name and lifts his finger from the cane. The person whose name has been called tries to catch it before it touches the floor. If not, the first is still "it."

CHANGING SEATS - The teacher gives the command "change right." Thereupon each pupil slips from his seat to the right across the aisle. The pupils in the farthest right hand row stand in the outside aisle. The next order may be "change left." Then all the pupils slip back to their own seats and the row that stood sits down. Order "change forward" or "change backward" may be added. Mix them up.

CHICKEN MARKET - One player is chosen to be market man and another the buyer. The rest are chickens. They stoop down in a row - or take six at a time - and clasp their hands under their knees. The buyer approaches the market man and asks, "Have you any chickens for sale?" The market man answers, "Yes, will you walk around and try them?" Whereupon the buyer goes up to different chickens and tests them by laying his clasped hands over the head, palms down and pressing inward. The buyer pretends to be dissatisfied with some - too thin, too tough, too fat. The chickens are not to smile. When a chicken is found that satisfies,the buyer and the market man takes him by the arm, one on each side (the chicken still remaining in a crouched position) and swing him forward and back three times. Should he stand the test he is supposed to be all right and the buyer leads him home. And the game continues.

If the chickens smile or straighten out on the test, they must pay a forfeit that must be redeemed at the end of the game by doing a stunt or whatever the class tells them to do.

CIRCLE SQUAT - This activity is a game-like device for helping children to start and stop with accompaniment. Such a need is very apparent in young children. Any accompaniment is played; the end is marked by children taking a quick squat. Vary the length of playing the accompaniment. Walk around the room or in place during the beating of the tom-tom, music or singing.

DO AS I SAY, BUT NOT AS I DO - This game is most successful if led by the teacher. The leader may say "Put your hands on your head." The leader will put his hands on his hips. The children must do as the leader says and not follow what he does. The game may be reversed and the children do as the leader does and not what he says.. Children who miss will sit down at their desk.

DOG AND BONE - The dog sits with hands over his eyes, on a chair or bench in front of the room, his back towards the other players and his bone(eraser) under the chair. A child, chosen by the teacher, attempts to sneak up on the dog and touch the bone or take it without being heard. If the dog hears him coming, he may turn to see and the player returns to his seat. The child who can take the bone takes the place of the dog. Everyone in the room will have to be quiet. Guess who has it.

ELEVATOR - A good classroom exercise for mid-afternoon. Students stand beside desks and as teacher or someone calls "down" they squat in place. To "Up" they stand in place. Vary "ups" and "downs" in attempt to catch the children, also speak fairly fast.

FIND THE LEADER - Players stand in a single circle facing the center. One player is asked to leave the room. While he is out a leader is elected and starts any motion he wishes. The child who left the room returns and tries to find the leader. The leader changes his motions. Players make every effort not to give the leader away. "It" is allowed three guesses. If he guesses correctly he joins the circle and another child goes out.

FIND THE RING - All the players but one form a circle facing the center. In their hands they have a stout string tied together at the ends, on which is placed a ring. The odd player stands in the center of the circle and attempts to locate the ring as it is passed from one player to another. When he successfully locates it, he changes places with the one in whose hands it was discovered.

GOOD MORNING - One who is chosen to be "It" stands with his eyes closed and with his back turned toward the rest of the class. Some one selected by the teacher says "Good Morning __________." To which "It" replies, "Good Morning __________," giving the name of the person that he thinks addressed him. He may have three guesses and if he guesses correctly he continues to be "It." If he fails to guess the one who spoke to him is "It."

GROCERY STORE - Players are seated. The first says, "I went to the grocery store and bought apples." The next says, "I bought some apples and bananas." The third repeats what has been mentioned and adds an article beginning with the next letter of the alphabet. When a player misses he drops from the game.

GUESS WHO - One child hides his face against the wall. The others are standing in back of him, five feet away. The teacher tosses the ball to someone who throws it at the one who is hiding his face. He turns around after hit and guesses who threw the ball that hit him.

HIDE THE ERASER - The player chosen to be "it" goes out in the hall while the rest of the players decide where to hide the eraser and while someone puts it in its hiding place. The outside player is then called back, and the hunt begins. Much interest is added to the game by the children singing a well known song very softly if the hunter is far away from the object and more loudly as he approaches it. Or, clapping the hands when near. When found the finder chooses a new "it."

HOT BALL - The children sit in their seats with hands laying on the desk, palms upturned and the teacher plays some selection on the phonograph. One child who has a ball runs up and down the aisles and puts the ball in the hands of some child who in turn puts it in the hands of someone else. The object is to get rid of the ball as quickly as possible. The player who has the ball when the music stops is out of the game.

HUCKLE-BERRY BEANSTALK - Some small object is hidden while the players are outside the room. They are called in to hunt for the hidden object. Anyone seeing it calls, "Huckle-Berry Beanstalk" after he gets back to his seat. The object of the game isnot to be the last one to find the hidden object.

HURLY-BURLY BEAN BAG RELAY - Players are seated. The first in the row has a bean bag. At the signal "go" each front player takes the bag and tosses it up and back over his head. The player behind him must catch it or pick it up, then clap his hands before tossing it to the next player. The rear player, on getting the bag, hops down the aisle on one foot to the front of the room and there executes some movement previously agreed upon. While he is doing this, all the other players move back one seat. When he has finished the movement, the player takes the first seat and begins as the first. This continues until all players are in their own seat.

I'M VERY, VERY TALL - Circle formation. One child "It" goes to a corner and covers his eyes while the circle says:

I'm very, very tall - everyone stands
I'm very, very small - everyone stoops
Sometimes tall - everyone stands
Sometimes small. - everyone stoops

Guess what we are now?

The group decides to be tall or small and "It" must guess. If he guesses correctly he is "It" again, if not he chooses someone else to be "It."

I SAW - One child goes to the front of the room. He says, "On my way to school this morning, I saw.." and imitates what he saw. The others guess what he saw by him imitation. The one guessing correctly goes into the center and the game is played again from the beginning. If no one guesses, the one in the center tells what he was imitating. If the imitation was poor, he joins the circle. If it was good he is praised and imitates something else.

I SAY STOOP -The teacher or leader stands in front of the players and gives the command, "I say stoop" or "I say stand." The players follow the commands and not her actions. She may stoop when she says stand or stand when she says stoop. Anyone not following her command becomes "It" and takes the place of the leader.

MAGIC CARPET - Draw carpets around the room over which the children walk. When the music stops, or the singing stops, or the beat of the tom-tom stops, the children found on the carpets sit down in their seats. The last one caught is the winner.

NUMBER CHANGE - With the exception of the one who is "It" all of the players are in their seats and each player, including "It", has been given some number. The one who is "It" stands at the front of the room and calls two numbers. The players whose numbers are called, try to change places with each other before "It" can get a seat. If "It" succeeds in getting a seat, the player who fails to get a seat is "It" and the game continues. Occasionally "It" may call "All Change" whereupon everyone must change to another place.

PAPER RACE - The racing players are each given two pieces of paper - a folded newspaper will do - and have each team have two pieces. They are then required to go to the end of the room and return, placing one of the papers for each step, as it is a miss for the foot to rest on anything but paper.

SALESMAN - One child, the salesman, has ten objects which he wishes to sell to ten people in the room. As soon as a player selects an object he puts it out of sight. When the salesman has sold everything, he tries to buy them back. If he remembers correctly what each buyer bought, he gets the object back again. See who can get all the objects back.

SEVEN-UP - Seven children are chosen to stand in front of the room. The remaining children have a chance to identify them and then a leader or the teacher says "Heads down." They put their heads down on their desks and close their eyes. The seven original children tiptoe to a child seated at his desk and tap them on the head. When a child has been tapped he puts his hand up so he won't be chosen again - but without looking up. When each of the seven has tapped someone they tiptoe back to the front and the leader says "Heads up." Then the seven who have been tapped stand up and the leader lets them have a turn to guess which of the original seven tapped him. If they guess correctly they trade places; but if not, they remain as is.

SPIN THE PLATTER - The children are in a circle and each child is given a number. One is designated as "It." He spins a pie plate on the floor in the center of the circle as he calls a number. The child whose number he calls must catch the plate before it stops spinning. If he is successful he may be "It" and the game is repeated.

STILL POND - One player is blindfolded. The other players group around him and ask, "How many horses in your father's stable," He answer , "Three." "What color are they?" "Black, white and gray." The players turn the blindfolded person around three times saying, "Turn around three times and catch whom you may." They scatter but must stop as he calls "Still Pond - No more moving." Each player is allowed only three steps after that. The player who is blindfolded attempts to tag one of the players. When he tags one he must guess whom he has tagged. If he guesses correctly, that player is "It" for the next game. If he misses in his guess, he must tag another player and guess again.

THE BOILER BURST - Use class seats - one less than the number of children playing. The extra player stands at the front of the room and begins the story. Suddenly in the midst of the story the narrator says "The boiler burst," when all must change seats while the narrator tries to secure one for himself. The game continues with the odd player as "It."

THE FARMER IS COMING - One player is chosen to be the farmer and is seated at the teacher's desk. The remaining players in their seats select a leader who taps them on the shoulder as an invitation to go to the farmer's orchard for apples. They leave their seats and approach the farmer as close as they dare. Suddenly the farmer claps his hands and all players must stand still until the leader calls "the farmer is coming." The players try to get back to their seats before being tagged. The farmer tries to tag them. He may not start until the leader has given his warning. Any player caught changes places with the farmer.

THE LOST CHILD - Players are all seated with the exception of one, who is sent from the room. One of the players in the room leaves the group and hides under the teacher's desk. The rest of the players then change their seats and the one sent from the room is called back and tries to tell which player is hidden. When successful, the first guesser may be seated and another chosen to go out.

TRADES - Players are divided into two teams facing each other. One party remarks, "Here comes an old woman from the woods." The second party remarks,"What can you do?" The reply is "Do anything." The second line then says, "Work away." Whereupon the players in the first line imitate some occupation. If the other team is able to guess in three tries, they imitate beginning with the same introduction. They get one point for a correct guess. If the line is not able to guess, the first team gets the point and performs again.

WHO IS KNOCKING AT MY DOOR - The children sit in their seats while the child who is "It" sits in a chair in front of the room. Some child is chosen to go up and knock on the floor behind the chair of the child in front of the room. Upon hearing the knock, he asks, "Who is knocking at my door?" The knocker answers, "It is I." Three guesses are allowed him to guess who it is. If he guesses correctly the knocker becomes "It." If he cannot guess, he may look, and then he is "It" again.

FOLK DANCE TERMINOLOGY

ALLEMANDE LEFT - This is a figure which usually precedes the grand right and left. Gentleman turns to the lady on his left, takes her left hand in his left hand and places his right hand behind her back. In this position he turns her once around, then reaches out to join right hands with his partner and all are ready for a grand right and left.

BACK A DOUBLE - This is an Old English term which means to run backward four steps.

BALANCE - Two ways to do this are:
1. Step backward away from partner four steps, bow (man) or curtsy (woman) and step forward four steps (left, right, left, right.) The bow is slight.
2. Balance in, balance out - Partners' hands joined; step and dip toward each other raising arms and then step and dip away from each other lowering arms.

BREAK - To let go of hands.

BREAK AND SWING - Turn hands loose, swing your partner with a waist swing.

BUZZ STEP - Partners face and take shoulder-hip position, place right feet beside each other. Lean away from each other and push around vigorously with left foot, using the right foot as a pivot only.

CORNER - Your "left hand lady." In the circle, the girl next to the man, the one who is not his partner. Similarly, for the lady it is the man to her right in the circle.

CIRCLE - All eight dancers join hands and circle to the left (clockwise). This is usually done for eight steps, then they circle to the right (counter clockwise), ending in home positions. The basic step for fifth and sixth graders may be a skip (as it is with younger children.) However, they should gradually be encouraged simply to walk in rhythm with the music, since this permits greater control.

CLOSE WITH THE FREE FOOT AND TAKE THE WEIGHT - If the weight is on the left foot, the right foot is the free foot. Place the right foot beside the left and transfer the weight to the right foot.

DIVIDE THE RING - (or Split The Ring) A couple crosses the square to the opposite couple and passes between them.

DO-SI-DO - Two dancers face each other, walk forward and pass each other with the right shoulders almost touching. Without turning, they pass back to back (moving to their own right) and then return to place by backing up, passing left shoulders. Arms may be folded across the chest or free at the dancer's sides.

DOUBLE CIRCLE - Partners forming a double circle with either all boys to the inside or all girls to the inside.

ELBOW SWING - Partners (or couple) hook elbows and walk around each other once.

FACING IN - Facing toward the center of a circle or square.

FACING OUT - Facing away from the center of a circle or square.

FIGURE - The central movement of a square dance, from which it usually takes its name.

FOOT COUPLE - If the first couple is active, the foot couple is the third couple. In other words, it is the couple opposite the active one.

FORWARD A DOUBLE - This is an Old English term which means to run forward four steps.

GRAND RIGHT AND LEFT - Each dancer faces his partner. They join right hands and walk past each other, passing right shoulders. Releasing right hands, they join left hands with the next person and walk past, passing left shoulders. They continue this, passing two more dancers, until they meet their original partners. Partners promenade "home," walking counter-clockwise, with the girl on her partner's right.

This action is somewhat difficult for beginning dancers; they should be walked through it slowly and carefully until they understand it. It will help to have the teacher practice the allemande left and grand right and left with one group, which will then be able to demonstrate it to the others.

GRAPEVINE STEP - This is a step in which one foot crosses in front of and behind the other foot alternately. If the step is being done to the left the right foot crosses over in front of the left and takes the weight. The left foot is placed beside the right, and then the right foot is crossed over behind the left foot.

HALF TURN, TOWARD PARTNER - Partners are side by side, facing the same direction. As they make the half turn they first face each other, then continue turning to a side by side position facing the opposite direction.

HALF TURN, AWAY FROM PARTNER - Same as above except that as they turn away from each other they are back to back before facing the opposite direction.

HANDS JOINED, SKATING FASHION - Partners are side by side.. The boy holds his partner's right hand in his right hand and her left hand in his left hand. Their joined right hands are above their joined left hands.

HEAD OF THE HALL - The end nearest the music

HEAD COUPLE - The couple with backs to music (usually the most experienced)

HEAD COUPLES - Couples one and three

HEEL AND TOE POLKA - Extend right heel forward while hopping on left foot. Repeat hop while extending right toes backward. Step forward on right foot, bring left instep to right heel and take weight, step forward again on right foot. Repeat all, starting with left foot.

HOME POSITION - The original position of each

HONOR - Each dancer faces his partner. The boys bow, bending slightly from the waist, with feet together, while the girls curtsy. Usually this is done first with the partners and then with corners.

HOP RIGHT (LEFT) - A hop is taken without a transfer of weight from one foot to the other. It is a lift into the air and a return to the floor on the same foot.

INSIDE FOOT - As partners stand side by side the inside foot is the one next to partner.

LADIES CHAIN - (Two and Four)

1. Two couples face each other. The girls walk forward, join right hands, pass each other, and release hands. They give left hands to the left hands of the opposite boys, who turn the girls with right arms around their waists. (The boy backs up and the girl walks forward as they turn.) The girls "Chain" across again, giving right hands to each other, passing and being turned by their partners.

2. "Four Ladies Chain" Four ladies catch right hands across (ladies 1 and 3 join hands, ladies 2 and 4 join hands). They turn to the left, like a wheel, to their opposite man. He swings the lady with his left hand, once around, and the ladies "Chain Right Back." They catch right hands across as before, turn to their right, go back to their partners. Each man swings his partner with his left hand.

LEAD TO THE RIGHT - Couple 1 joins hands (inside) and moves right to face couple 2.

LEFT HAND LADY - Corner lady

LEFT HAND MILL - Circle of four dancers join left hands diagonally across and circle to the left. Joined hands cross in the center of the circle.

ON TO THE NEXT - Lead-off man, or couple, goes on to the next couple on the rightand executes there whatever is called.

OUTSIDE FOOT - As partners stand side by side the outside foot is the one away from partner.

PROMENADE - Each couple faces to the right and joins hands in a "skating grip, with the boy holding the girl's right hand in his right and her left in his left. They skip or walk once around the set, moving counterclockwise. They may also hold adjacent hands, or link arms behind their backs.

QUARTER TURN - To turn to face to the left or to the right constitutes a quarter turn.

RIGHT AND LEFT THROUGH AND RIGHT AND LEFT BACK - Couple faces another couple. Each person gives right hand to the person opposite, passing on to that person's position. Each lady gives left hand to her partner when they are in the opposite position and he turns her completely around to face back to the original place; return to place, giving right hand across again, and turn with left hands as before. Same as right and left.

SASHAY - To dance completely around another person, without touching. The dancers take sidewise steps so that neither changes the direction he is facing.

SINGLE CIRCLE - Partners side by side forming one large circle.

SLIDE - Step sideward, bring other foot to first foot.

SQUARE YOUR SET - Each couple in the square positions itself in its home positions ready to start again.

STAMP - An accented step

SWING - Facing each other, partners may hook right elbows, or join both hands and skip around in place, turning clockwise. Or they may take ballroom dance position, turning slightly so that their right shoulders are adjacent and placing right feet forward; they then pivot rapidly on their right feet, while pushing (as on a scooter) with left feet. This is known as the "buzz swing" and is a more advanced form.

TAW - Your partner

TURN SINGLE - An Old English term for a step in which dancers make one complete turn to the right with four light running steps.

TWO-STEP - "Step, together, step, hesitate." Step on right foot to the side with right, bring left foot to the right and take weight, then step to right on right foot again. Repeat starting with left. (Also done in forward direction or turning.)

VISITING COUPLE - Active couple progressing around the set dancing with the standing couples.

WALTZ - Step, step, close. Gentleman either starts forward on right foot or rocks back on left; step to the side with the other foot, draw first foot to it (lady following as led.) Repeat, leading with the other foot.

WALTZ POSITION - Man extends left arm and supports lady's right hand in his left hand. She places left hand on his right shoulder or upper arm; his right arm is around her waist. They stand off center, and with light walking steps circle around each other in place, moving clockwise.

BASIC DANCE TERMINOLOGY

Basic Dance Movements

Even Movements:

WALK - An alternate trasnference of weight from one foot to the other. This is the simplest form of locomotion

RUN - A quick transference of weight from one foot to the other--both feet are momentarily off the floor.

LEAP - An alternate transference of weight from one foot to the other--as in the run, both feet are momentarily off the floor. It may be used for height or distance.

HOP - A step pattern in which you take off with one foot and land on that same foot. This again may be done for height or distance.

JUMP - A step pattern in which you take off with one foot or two feet but land on both feet.

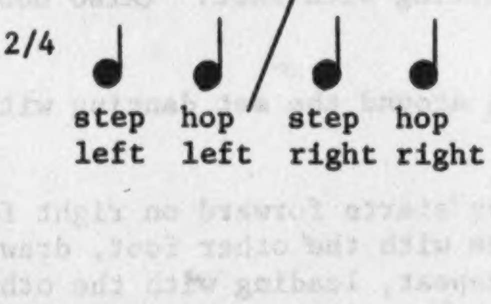
Uneven Movements:

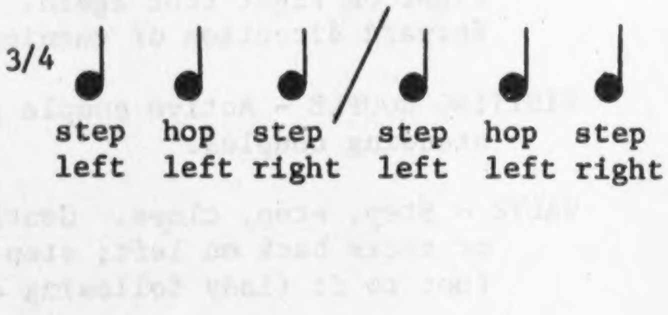
GALLOP - The rhythm is: long, short, long short. The step pattern is made up of a step, and a close with the other foot. The original foot is always in the lead.

ROCKING STEP - Begin with the right, step across in front of left; step back on left; step forward on right.

SLIDE - The rhythm is: step, draw, step, draw. It has a long, short rhythm.

SKIP - The rhythm is: step, hop, step, hop. The step and hop are on the same foot.



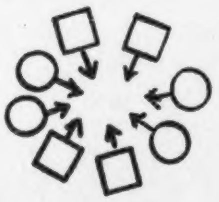


DANCE FORMATIONS

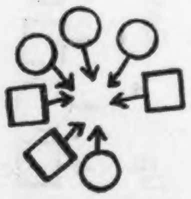
Key: The arrow on the circle and square indicate the direction that each faces.

Girl ○→ *Boy* □→

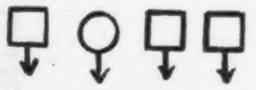
A. No Partners



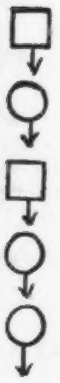
1. Single Circle



2. Broken Circle

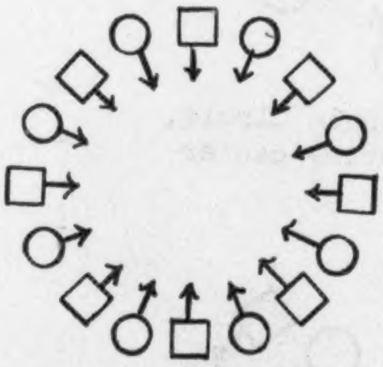


3. Line, side by side

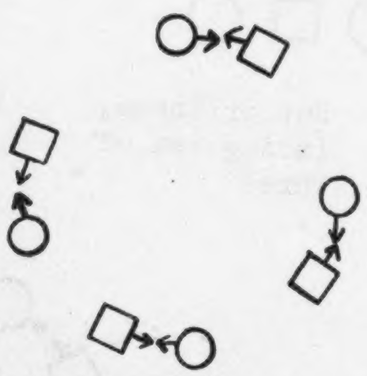


4. File, one behind each other

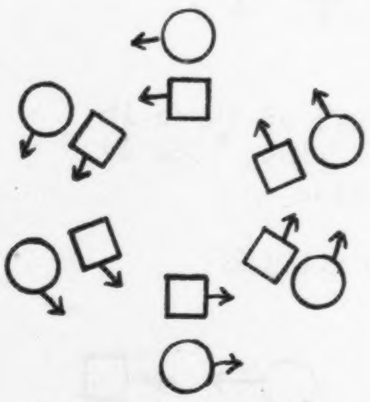
B. Couples in a Circle



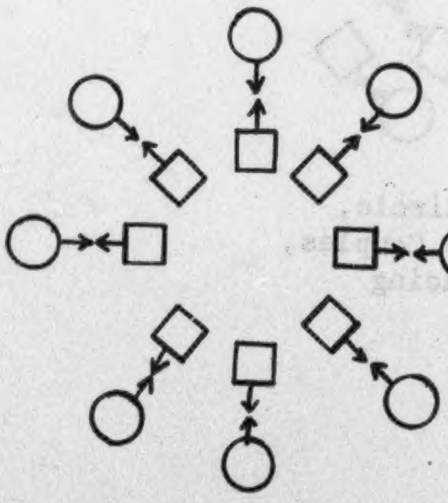
1. Single Circle, facing center



2. Single Circle, man facing line of direction, lady facing reverse line of direction

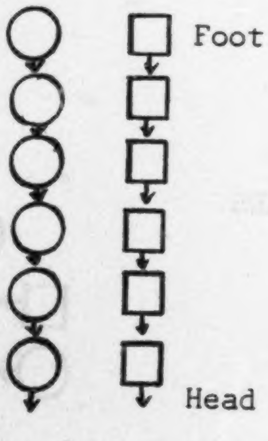


3. Double circle, couples facing line of direction



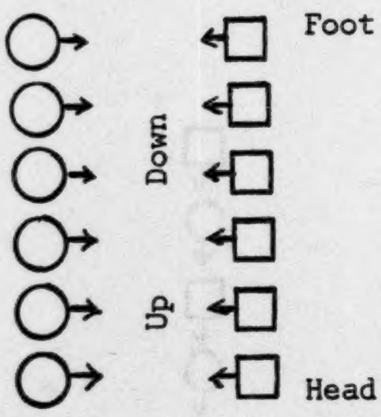
4. Double Circle, partners facing man's back to center

C. COUPLES IN A FILE - DOUBLE FILE

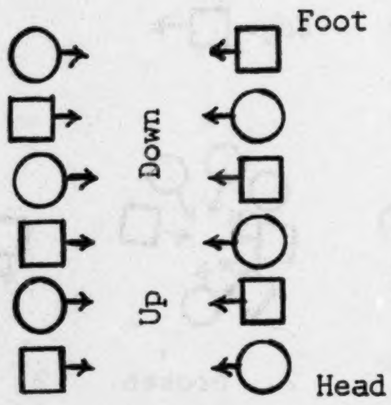


Longway or Contra Set, Couples facing head

D. COUPLES IN A LINE

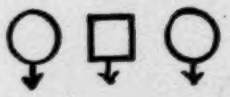


Longway or Contra Set, partners facing

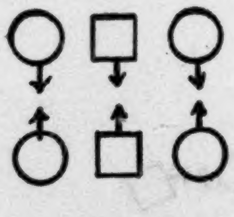


Couples 1,3,5 Cross Over

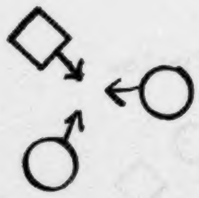
E. THREE PEOPLE



1. Set of Three in a line, side by side

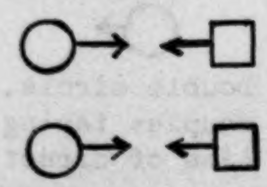


2. Set of Three, facing set of Three

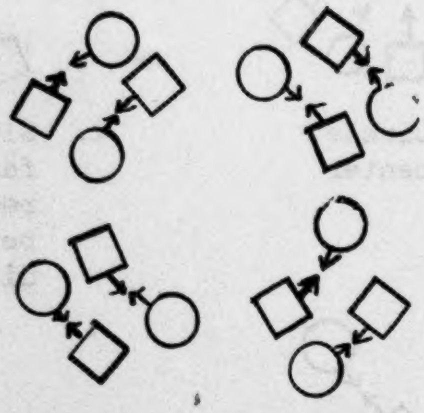


3. Single Circle, facing center

F. TWO COUPLES

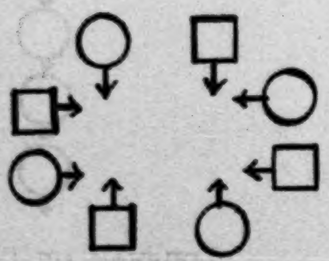


1. Set of Two Couples, partners facing



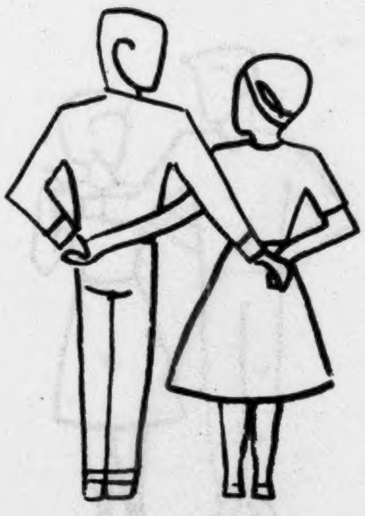
2. Sicilian Circle, Set of Two Couples, couples facing

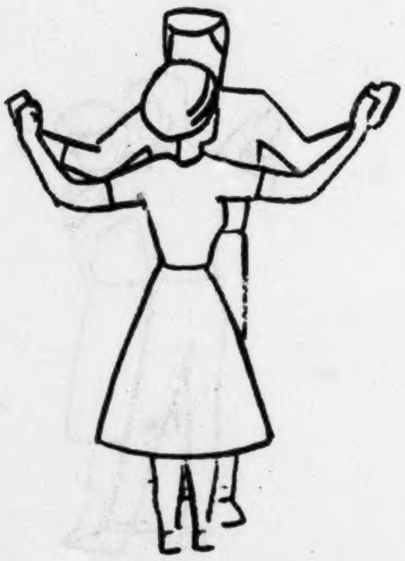
G. FOUR COUPLES

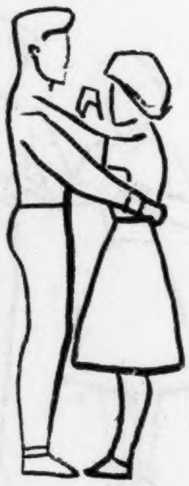


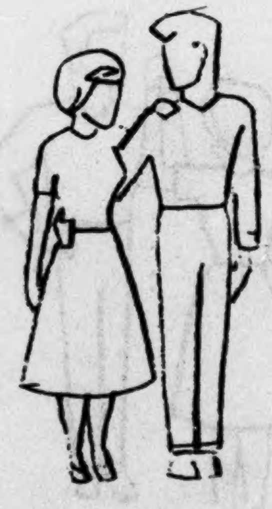
Set of Four Couples

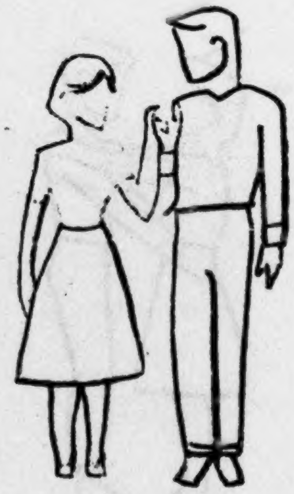
DANCE POSITIONS

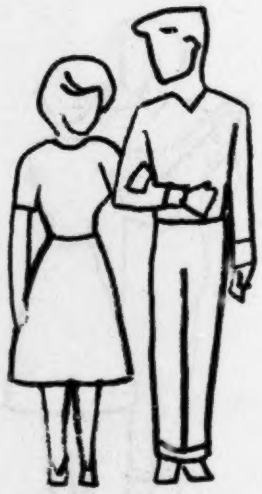

1. Back Cross Position

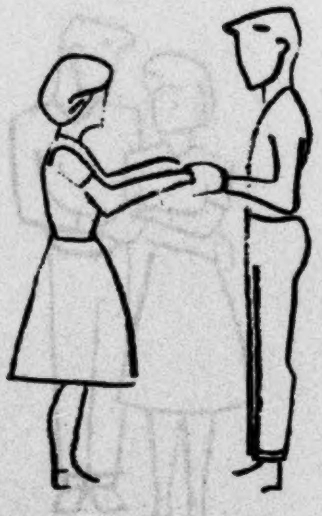

2. Butterfly Position

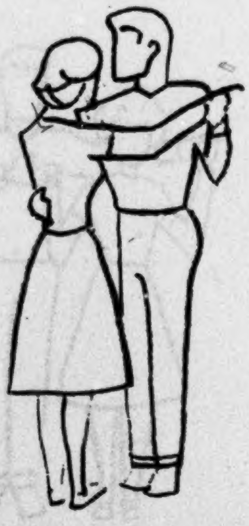

3. Closed Position

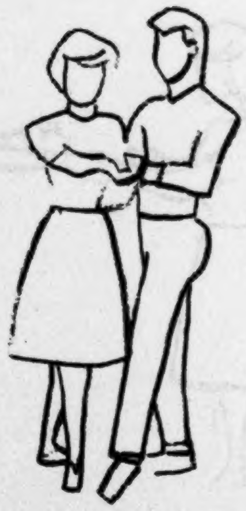

4. Conversation Position

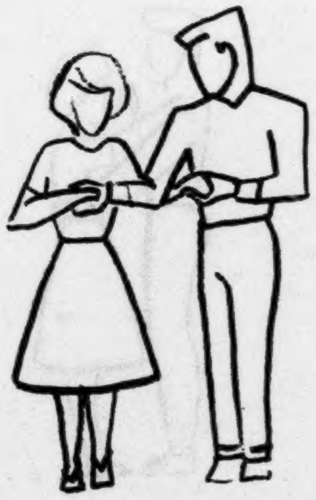

5. Couple Position


6. Escort Position

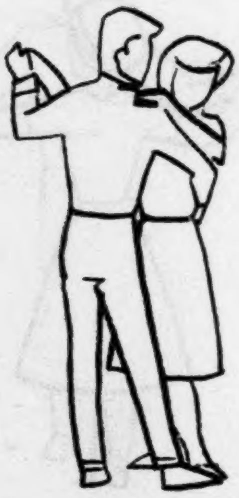

7. Facing Position


8. Left Reverse Open Position

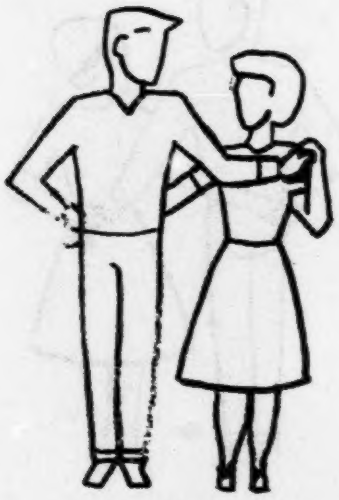

9. Open Position



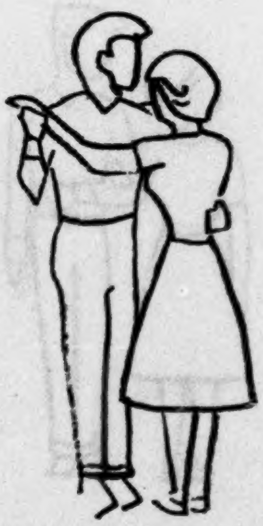
10. Promenade Position



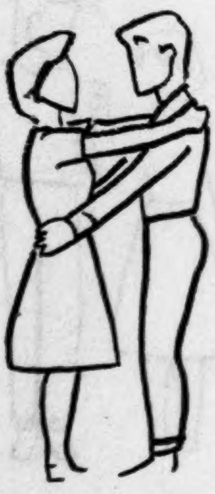
11. Reverse Open Position



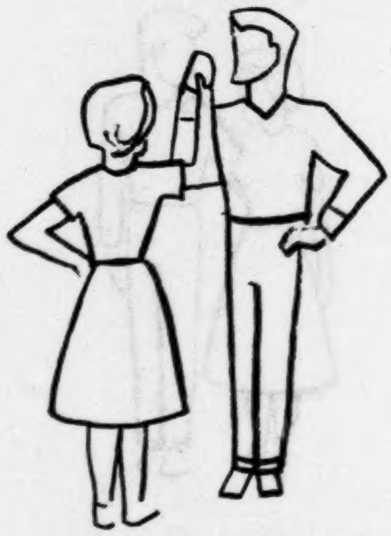
12. Reverse Varsouvienne Position



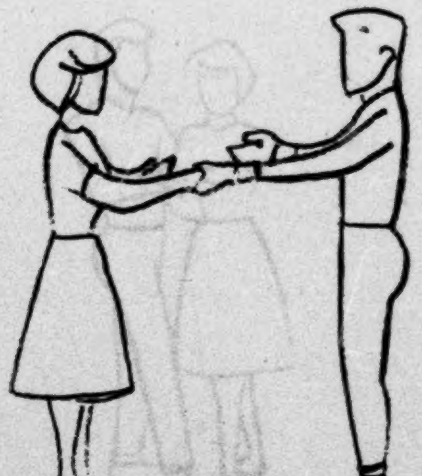
13. Right Reverse Open Position



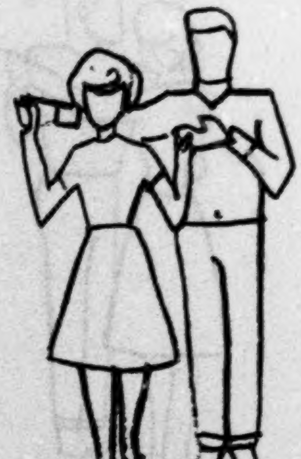
14. Shoulder-Waist Position



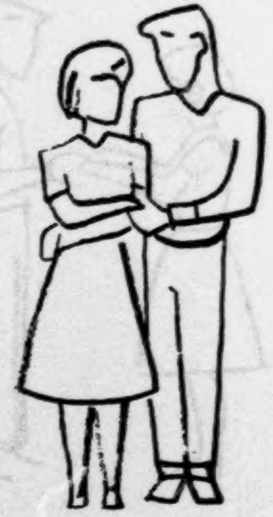
15. Star Position



16. Swing Out Position or Flirtation Position



17. Varsouvienne Position



18. Wrap Position

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